


SCOUTS AUSTRALIA: A NEW PROGRAM CONCEPT




Youth Program Review

SCOUTS AUSTRALIA | yp.review@scouts.com.au



THE PURPOSE OF THE SCOUT MOVEMENT IS TO CONTRIBUTE TO THE EDUCATION OF YOUNG PEOPLE IN ACHIEVING THEIR FULL PHYSICAL, INTELLECTUAL, EMOTIONAL, SOCIAL AND SPIRITUAL POTENTIALS AS INDIVIDUALS, AS RESPONSIBLE CITIZENS AND AS MEMBERS OF THEIR LOCAL, NATIONAL AND INTERNATIONAL COMMUNITIES.



The World Organisation of the Scout Movement states that Scouting today must ensure –

- *That what it offers young people reflects their needs and aspirations in the society in which they live, and attracts and retains their interests over a sufficient period of time, especially adolescence, to advance their personal development.*
- *That as a non-formal educational movement, it complements the contribution of other agents such as the family and school, without replacing them or duplicating their efforts, by making its specific contribution to the integral development of young people through the use of a unique method which is clearly understood and implemented.*
- *It strives towards opening its membership to those young people in society not previously served and provides equal treatment and opportunities to all its members.*

We live in a dynamic, rapidly changing world. How we are employed, when we work and even where we work is rapidly changing. Speed, flexibility and collaboration must be a part of any organisation.

In a constantly changing world, it is important that –

- *We question*
- *Attempt to continually adapt*
- *Recreate ourselves*
- *Redefine the way we operate*

We have transitioned into a world that is always transitioning. The New York Times recently described our world as the 'perfect storm'. The need to constantly adapt is the new reality. We live in the age of adaption.

Australia's population has grown dramatically. In 1979 our population was 14 million and we had 114,500 youth members in Australian Scouting. By 2014 our population increased to 23 million but our Scouting youth membership dropped to 52,000. We recruit nearly 20,000 new members a year and we lose virtually the same number. By 2023 our challenge is to have over 100,000 members. To achieve this we need to better understand Australian society, explicitly the needs of youth and reflect on our practice.

By following WOSM guidelines we need to create one seamless program, a developmental journey that is challenging, creative, fun and inclusive that captures the imagination of Australian youth and their families. The Youth Program Review (YPR) is not about tweaking award schemes and other minor modifications to our current program. Instead, it is about building on the strengths and traditions of Scouting to create a dynamic and innovative 21st century program.

Scouts Australia: A New Program Concept: *is a holistic review of Scouts Australia's youth program and the largest of its kind since the 1970s. This document represents much of the work of Stage 4 of the YPR, completed by 6 intergenerational teams of volunteers from around Australia: 1 team for each proposed age section of the program, and the YPR Coordinating Team. The concepts presented have been designed based on research conducted in Stages 1, 2 and 3 of the YPR.*

*The document takes the format of a program manual and presents a concept program for Scouts Australia. **These concepts are not approved as the future program of Scouts Australia.** Further consideration and development of these concepts are needed before any recommendations for adoption are proposed.*

Any feedback on the content of this document should be forwarded to the YPR Coordinating Team via yp.review@scouts.com.au.

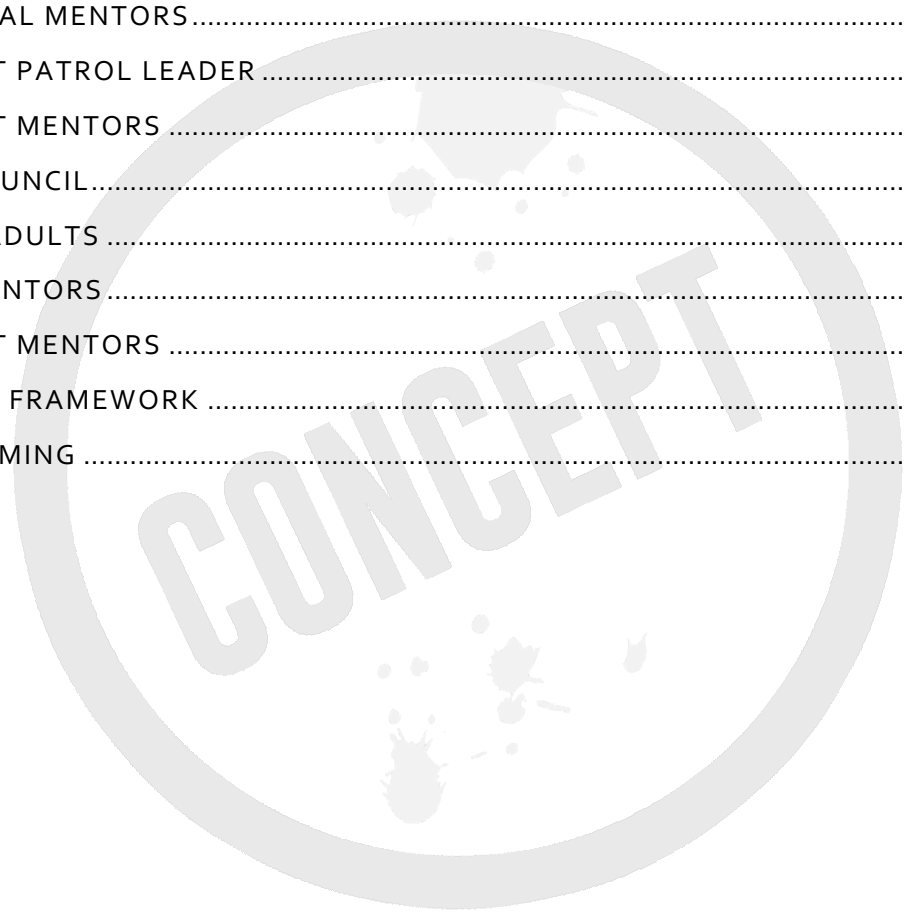
Open your eyes and minds as you 'imagine the possibilities' for Australian youth as you explore this program concept.

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THE PROGRAM

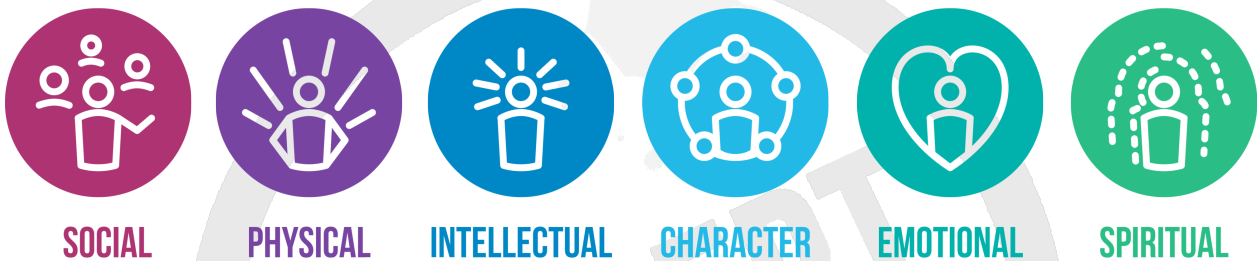
Scouting in Australia provides one developmental program, inclusive of ages 6 to 25. To make sure this program is suited to each developmental stage of youth, it's structured into one continuous journey over 5 sections.



At each section, Scouts experience the program working as a member of a small-team, or 'Patrol', as a member of a larger Unit (made up of a number of Scouts in the same section), and as an individual.

WHAT IS SCOUTING ALL ABOUT?

It's about fostering personal growth in the following areas:



The areas of **social**, **physical**, **intellectual**, **emotional** and **spiritual** make up the fundamental basis of a person's **character**, making 6 areas all up! This concept is called SPICES for short.

It is a journey built on an engaging youth program that is tailored to each individual.

Each step in the journey has new adventures and challenges that are built on the skills, knowledge and experiences from the previous section – though youth can join at any point in the journey!

This program provides opportunities that are...

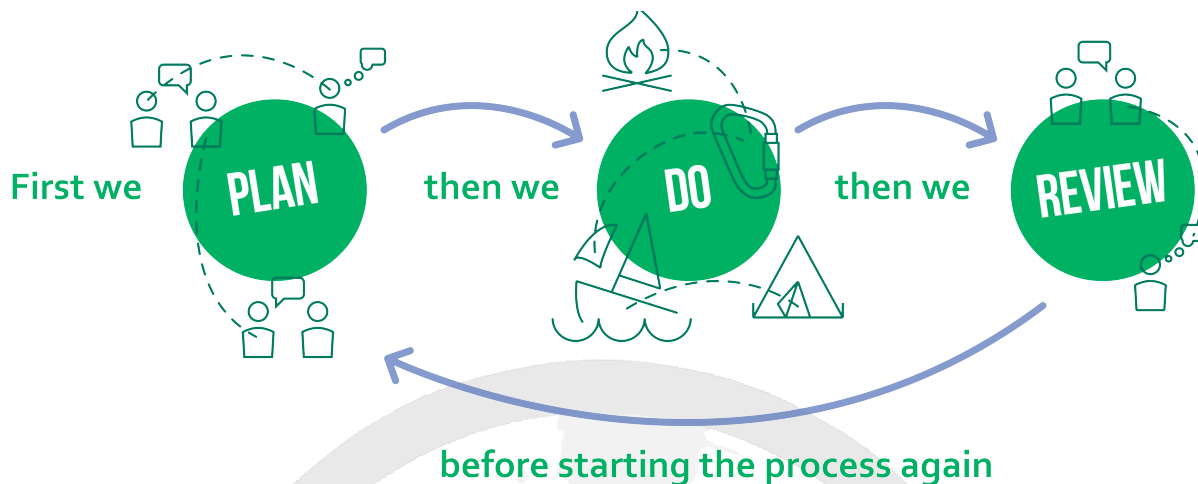


And an experience that is all about:

- Connecting with the outdoors
- Building new and existing friendships
- Learning new skills
- Helping to create a better world

We follow a process called Plan ▶ Do ▶ Review ▶ to ensure the program stays up to date and that individuals learn and develop.

It's all in the name...



Plan ▶ Do ▶ Review ▶ occurs in many different ways and at different times, depending on the needs of the group and what is being *done*! Plan ▶ Do ▶ Review ▶ is used for everything from an individual game to the whole program of a Unit, and is especially helpful for running big projects and adventures.

The program is quite simply the 'Why, What, and How' of Scouting.

WHY – THE PURPOSE

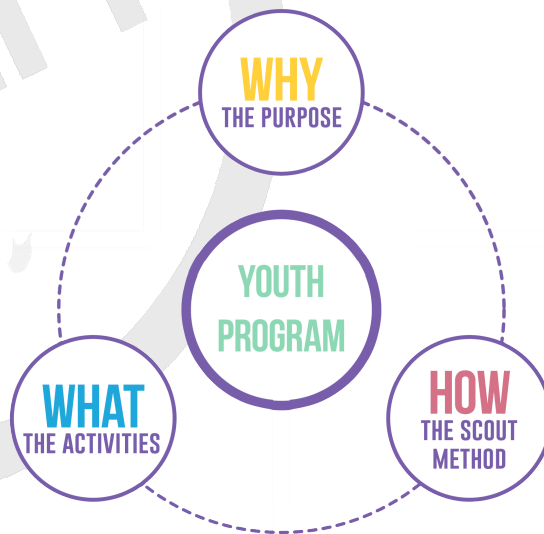
The program exists to help develop young people in the areas of personal growth, to develop them as active citizens involved in their local, national and global communities.

WHAT – THE ACTIVITIES

We achieve this through a diverse program of activities that are fun, adventurous, challenging and inclusive.

HOW – THE SCOUT METHOD

The learning process is achieved through a unique method of delivery.



SPICES

The SPICES are embedded in the Purpose of Scouting worldwide. As a non-formal educational movement, Scouting strives:

"... TO CONTRIBUTE TO THE EDUCATION OF YOUNG PEOPLE IN ACHIEVING THEIR FULL PHYSICAL, INTELLECTUAL, EMOTIONAL, SOCIAL AND SPIRITUAL POTENTIALS AS INDIVIDUALS ..."

– extract from the Purpose of Scouting

The 'C' in SPICES represents 'Character'; the sum of all the other areas of personal growth. The acronym SPICES serves as a memory aid for youth and adults alike. It is important that youth understand how they are learning and developing through Scouting, and are involved in meaningful reflection on this development.

We focus on personal progression. This puts youth at the centre and recognises that each individual has unique needs on their developmental journey. Every youth member will develop at different rates, in different ways, and from different experiences. In this way, SPICES represent the objectives of the program. When we *review*, we encourage individuals to consider how they personally have progressed in the SPICES.

PROGRAM OBJECTIVES

The SPICES are broken down into Program Objectives. In Scouts Australia's one program, each section has its own progression of these objectives, and marks milestones in their achievement for each individual. The Program Objectives of the whole program are those of the Rover Section – the last leg in the program journey. The Program Objectives identify where we aim for Scouts to be at personally in their personal development at a given stage of their progression.

SOCIAL

Social development refers to belonging to a group, one's relationships with others and understanding differences between people in small groups of peers or up to diverse larger communities.

DEVELOPING NETWORKS

RELATIONSHIPS AND

- Builds and maintains meaningful relationships within the local, regional and global communities
- Interacts in an appropriate manner with members of diverse communities

BECOMING AWARE

- Addresses bias and injustice and practises and promotes equality among all people
- Lives according to one's legal and ethical responsibilities

INTERACTING WITH OTHERS

- Explores other ways of life and embraces diversity
- Works as a part of a team, manages collective projects and serves actively in the local community, influencing the process of change

PHYSICAL

Physical development refers to a person's relationship with their body. It includes active care for health, as well as the pursuit of physical skills and fitness.

BEING HEALTHY AND FIT

- Takes responsibility of making good lifestyle choices to ensure good mental health
- Takes responsibility of making good lifestyle choices to ensure good physical health
- Is aware of the biological processes which regulate one's body, protects one's health and accepts one's physical capabilities

BEING ADVENTUROUS

- Takes part in physical expeditions and adventurous activity that challenge oneself physical and intellectually
- Consolidates outdoor skills and knowledge to lead adventurous activities

INTELLECTUAL

Intellectual development refers to my ability to think, plan, innovate, review and use information in new and different circumstances.

ACQUIRING NEW INFORMATION

- Engages in qualifications/training to assist personal development, education and/or employment

SHOWING INITIATIVE

- Identifies and responds creatively to current issues and performs with great dexterity in diverse situations, demonstrating capacity for thought, innovation, adventure and resourcefulness

BEING ADAPTABLE

- Reviews and revises major projects in the light of new evidence, and involving stakeholders and support and expertise outside of the project team'

PLANNING AND REVIEWING

- Critiques long, medium and short term planning
- As a routine, can apply the Plan ▶ Do ▶ Review ▶ process to all aspects of life

CHARACTER

Character development refers to the pursuit of personal best. It includes positive attitude, responsibility, respect and making an effort beyond what benefits the self.

DEVELOPING IDENTITY

- Does one's best and critically reflects on self and lifestyle, with a view to improve and value oneself
- Critically reflects on one's performance

SHOWING AUTONOMY

- Demonstrates a critical awareness of the world, is able to make personal choices, accepts the consequences, and respects the opinions of others

DEMONSTRATING COMMITMENT

- Monitors personal lifestyle and plans effectively for social and work activities
- Is considered a role model to others

EMOTIONAL

Emotional development refers to the need for understanding of one's own emotions and others. It includes awareness of how a person is feeling, expressing emotions in a positive manner, and respecting the emotional needs of others.

BEING EMOTIONALLY AWARE

- Manages the range of one's emotions in different situations, including the ability to engage when outside of one's comfort zone
- Recognises when others need emotional support and offer suitable assistance

EXPRESSING ONE'S FEELINGS

- Maintains an inner state of freedom, equilibrium and emotional maturity
- Gives and receives constructive feedback and know when to ask for assistance

SHOWING RESPECT

- Behaves assertively and affectionately to other people without showing inhibition or aggression
- Demonstrates awareness of mental health issues, and understands how to support those in need.

SPIRITUAL

Spiritual development refers to the development of a person's beliefs regarding their purpose in life, connection to others, place in the world around them, while respecting the spiritual choices of others.

EXPLORING BELIEFS

- Engage in informed discussion on the role of religions in society
- Engage in informed discussion on the role of non-religious systems of spiritual belief in society
- Continue to explore and express my spirituality and understand how this influences my life

STOPPING FOR REFLECTION

- Express the reasons I have arrived at my current spiritual beliefs and how these combine with the Scout Promise and Law to guide me through my adult life
- Articulate my plan for further developing and adhering to my spiritual beliefs in the future
- Lead younger individuals in gaining their own understanding of their connection with others and place in the world, and reflect upon how my understanding of this informs my actions

RESPECT FOR OTHERS

- Contribute to a culture of understanding and respect towards religious and spiritual beliefs that are different from my own
- Contribute to a culture of understanding and respect towards societies and cultures that are different from my own
- Contribute to a culture of mutual understanding and respect in a multicultural community

BEING THANKFUL

- Care for the natural beauty of the world through my actions
- Articulate how the relationships I have shape my life and express thanks to those who support me
- Provide a disadvantaged group with opportunities for development and growth

Scouts Australia's Program Objectives are set at a national level. At the local level, these are considered for each individual in the program. For each Scout, goals based on these Program Objectives are set on a regular basis. This is facilitated through a personal process of Plan ▶ Do ▶ Review ▶ with the Scout themselves playing a lead role. Individual Scouts have their progression through these milestones recognised with a special presentation.

SOCIAL DEVELOPMENT

Social development refers to belonging to a group, one's relationships with others and understanding differences between people in small groups of peers or up to diverse larger communities.

Educational Trails	6-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Becoming Aware	Is aware of oneself	Encourages and shows respect for oneself	Demonstrates consistently, appropriate behaviour in different situations	Addresses personal strengths and weaknesses	Addresses bias and injustice and practises and promotes equality among all people
	Uses appropriate behaviour	Considers one's influence and impact on others Carries out the duties assigned	Adheres to the rules of the group Agrees to and implements responsibilities within the group	Encourages the participation of all members, recognising individuals' strengths	Lives according to one's legal and ethical responsibilities
Interacting With Others	Makes new friends and is kind and caring	Shows respect to others	Is open to different opinions and lifestyles	Demonstrates an inclusive approach to all and is able to recognise and challenge prejudices and bias	Explores other ways of life and embraces diversity
	Demonstrates a sense of fair play in games	Demonstrates an awareness of the needs of others in the group and undertakes set activities in teams	Works effectively in small and large groups in various roles and tasks	Assumes the role of leader (mediator, tutor, mentor) in a group	Works as a part of a team, manages collective projects and serves actively in the local community, influencing the process of change
Developing Relationships and Networks	Shares with others	Is aware of other members of the local community	Works with people of all ages and develops support networks	Contributes to and recognises the benefits of wider networks	Builds and maintains meaningful relationships within the local, regional and global communities
	Attempts to safely explore the local community	Shows an awareness of one's personal safety and support	Addresses the requirements for personal safety and support for themselves and others	Promotes and addresses personal safety and protection issues for oneself and other members who may be at risk	Interacts in an appropriate manner with members of diverse communities

PHYSICAL DEVELOPMENT

Physical development refers to a person's relationship with their body. It includes active care for health, as well as the pursuit of physical skills and fitness.

Educational Trails	6-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Being Healthy and Fit	Makes an effort to follow guidelines from adults to care for one's body and develop good habits	Judges the level of risk involved in one's actions	Respects one's body and that of others and understands the importance of good personal hygiene	Understands good sexual health and safe practices	Takes responsibility of making good lifestyle choices to ensure good mental health
	Explains why it is important to eat healthy foods	Describes healthy 'anytime' foods and 'sometimes' foods	Demonstrates an understanding of food nutrition and good food choices	Outlines the effects of drugs, self and substance abuse on the body Explains the difference between healthy and unhealthy drinking habits	Takes responsibility of making good lifestyle choices to ensure good physical health
	Identifies the main organs of the body	Describes the main illnesses which could affect oneself, their cause and prevention Explains how the major bodily systems function	Recognises the physical and physiological changes which are happening in one's body as it develops	Takes suitable measures in case of sickness or accident	Is aware of the biological processes which regulate one's body, protects one's health and accepts one's physical capabilities
Being Adventurous	Participates in new and active activities	Participates in, and helps plan a wide range of active outdoor activities	Explains and demonstrates the importance of exercise, fitness and challenge in the development of one's body	Incorporates adventurous, challenging and new physical activities into everyday life Seeks to master and refine one's skill set	Takes part in physical expeditions and adventurous activity that challenge oneself physically and intellectually Consolidates outdoor skills and knowledge to lead adventurous activities

INTELLECTUAL DEVELOPMENT

Intellectual development refers to my ability to think, plan, innovate, review and use of information in new and different circumstances.

Educational Trails	6-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Acquiring new information	Shows an interest and responds to activities presented	Expresses interest when doing new and unknown experiences	Actively seeks new experiences to develop one's skills and interest areas	Actively pursues personal development opportunities and shares information, knowledge and skills with others	Engages in qualifications/ training to assist personal development, education and or employment
Showing Initiative	Shares stories and experiences that are relevant	Discusses possible solutions to situations, stories or problems	Demonstrates an ability to analyse a situation from different perspectives and applies problem solving techniques, using a range of evidence before making a decision or judgement	Actively participates and seeks innovative solutions to challenges by using a range of sources to effectively evaluate, implement and review a project	Identifies and responds creatively to current issues and performs with great dexterity in diverse situations, demonstrating capacity for thought, innovation, adventure and resourcefulness
Being Adaptable	Participates in activities when plans are changed	Provides helpful suggestions to solve problems	Responds to changing circumstances and offers suggestions regarding contingencies	Demonstrates flexibility and adaptability with activities.	Reviews and revises major projects in the light of new evidence, and involving stakeholders and support and expertise outside of the project team
Planning and Reviewing	Identifies personal interests and abilities Contributes ideas on activities	Demonstrates a commitment to learning and reflect about new things Can discuss an activity after it has been held using the Plan – Do – Review cycle	Develops an appropriate plan which includes what to do when a plan doesn't work Implements the Plan – Do – Review cycle	Successfully undertakes long, medium and short term planning Critically reflects on the Plan- Do-, Review cycle for a project	Critiques long, medium and short term planning As a routine, applies the Plan-Do -Review to all aspects of life

CHARACTER DEVELOPMENT

Character development refers to the pursuit of personal best. It includes positive attitude, responsibility, respect and making an effort beyond what benefits the self.

Educational Trails	6-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Developing Identity	Is cheerful	Identifies one's main strengths and limitations and does one's best	Reviews personal behaviour and can accept and evaluate criticism	Projects current abilities and limitations into the impact of one's adult life	Does one's best and critically reflects on self and lifestyle, with a view to improve and value oneself
	Attempts to do one's best	Recognises the need to do one's best	Reviews personal behaviour regarding doing one's best	Challenges and monitors performance to do one's best	Critically reflects on one's performance
Showing Autonomy	Accepts duties cheerfully	Addresses and overcomes difficulties cheerfully	Makes and implements decisions which demonstrate a consistent approach in choosing one's direction in life	Expresses one's own views assertively, and takes action where one identifies an injustice	Demonstrates a critical awareness of the world, is able to make personal choices, accepts the consequences, and respects the opinions of others
Demonstrating Commitment	Generally fulfils the task one undertakes	Shows consistent efforts to fulfil tasks	Takes responsibility for one's own use of time and personal development, including setting goals for one's personal life	Actively reviews and pursues the achievement of personal goals in life	Monitors personal lifestyle and plans effectively for social and work activities Is considered a role model to others

EMOTIONAL DEVELOPMENT

Emotional development refers to the need for understanding of one's own emotions and others. It includes awareness of how a person is feeling, expressing emotions in a positive manner, and respecting the emotional needs of others.

Educational Trails	6-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Being Emotionally Aware	Begins to understand one's own feelings and those of others	Demonstrates awareness of one's feelings and how these will impact on others	Learns to manage one's own emotions and when responding to other people	Controls one's emotions and maintains a positive self-concept	Manages the range of one's emotions in different situations, including the ability to engage when outside of one's comfort zone Recognises when others need emotional support and offer suitable assistance
Expressing One's Feelings	Identifies different feelings and is sharing about these	Expresses own feelings without hurting other peoples' and talks about this	Manages one's feelings in appropriate ways and talking about this to others	Controls and expresses one's feelings appropriately and knowing when and who I can talk to about these	Maintains an inner state of freedom, equilibrium and emotional maturity Gives and receives constructive feedback and know when to ask for assistance
Showing Respect	Adapts to relationships within the small group and its members	Respects other people who may be different, is accepting of them and is aware of their feelings	Considers other people by respecting and accepting them, and their point of view	Accepts respects and understands that others may have feelings and opinions which are different to theirs Recognises and supports where possible and appropriate, others who have specific needs	Behaves assertively and affectionately to other people without showing inhibition or aggression Demonstrates awareness of mental health issues, and understands how to support those in need.

SPIRITUAL DEVELOPMENT

Spiritual development refers to the development of a person's beliefs regarding their purpose in life, connection to others, place in the world around them, while respecting the spiritual choices of others.

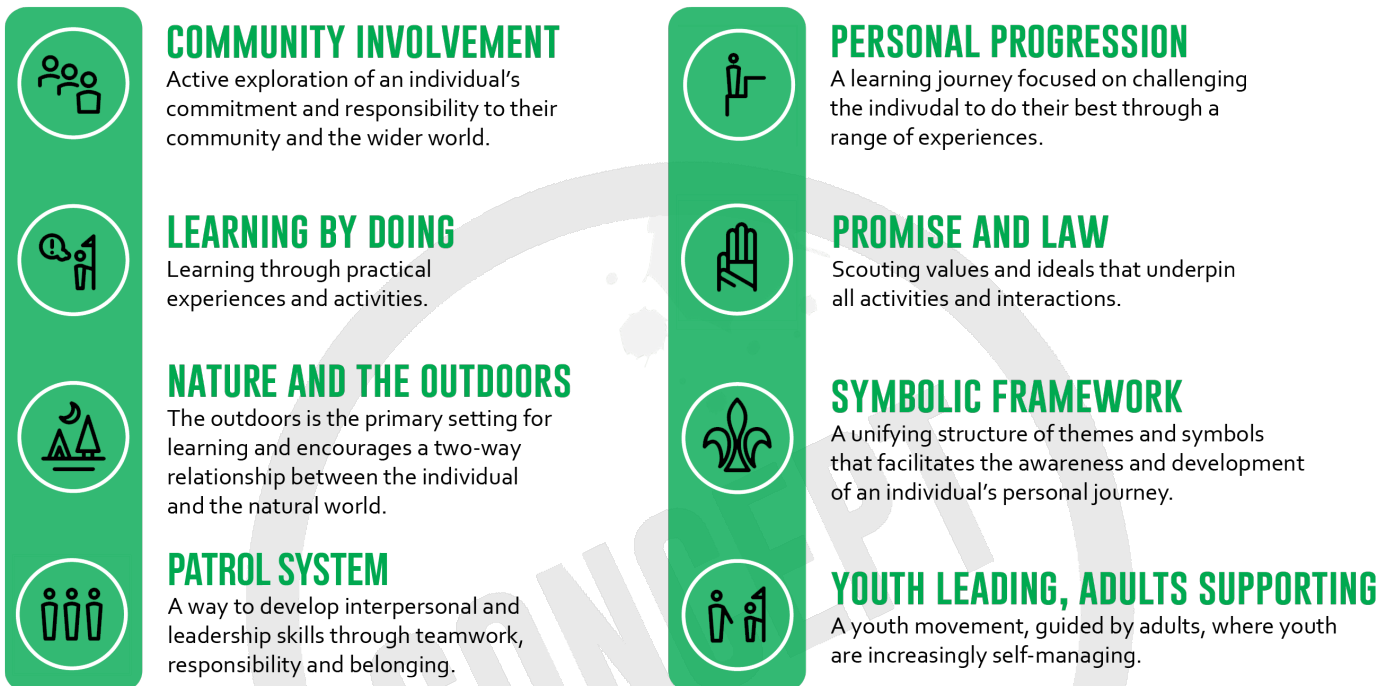
Educational Trails	6-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
	Appreciating the world around me	Understanding that people have different beliefs and expressing thanks to others	Beginning to explore different religions and belief systems, developing a sense of connection to others, and taking time to stop and reflect	Forming my own beliefs about my purpose in life, and improving my sense of connection to others and the world	Being able to express beliefs about my purpose, respecting those of others, and understanding how my beliefs influence my actions
Exploring beliefs	Know if my parents have a belief system	<p>Experience religious belief systems through family and community activities</p> <p>Experience non-religious belief systems through family and community activities</p> <p>Know that there are many ways that I may choose to find meaning in my life</p>	<p>Understand how common religious beliefs can be applied in daily life</p> <p>Understand non-religious conceptions of the meaning of life and how these can be applied in daily life</p> <p>Question my feelings and beliefs regarding my purpose in life</p>	<p>Understand how different religions shape an individual's worldview and the implications this has on society</p> <p>Understand how different non-religious beliefs shape an individual's worldview and the implications this has on society</p> <p>Possess a developing conception of my own spirituality</p>	<p>Engage in informed discussion on the role of religions in society</p> <p>Engage in informed discussion on the role of non-religious systems of spiritual belief in society</p> <p>Continue to explore and express my spirituality and understand how this influences my life</p>
Stopping for reflection	<p>Appreciate that the Promise and Law should play a part in guiding my life</p> <p>Know that I am part of something bigger than myself</p>	<p>Know the Promise and Law, be able to express in basic terms what they mean to me, and know that my spiritual beliefs are influenced by my family and community</p> <p>Know that there are right and wrong ways of doing things and I should use my spiritual beliefs to guide my actions</p> <p>Appreciate that I am connected with others and the world</p>	<p>Explain how my spiritual beliefs, the Promise and Law guide my actions and understand the importance of surrounding myself with positive influences</p> <p>Understand how my spiritual beliefs guide my actions</p> <p>Have an understanding of how I am connected with others and the world</p>	<p>Express how my spiritual beliefs guide my actions in particular contexts and how they have developed over time.</p> <p>Express examples of when I have not lived up to my spiritual beliefs and explain how I can improve in future</p> <p>Express my beliefs about my connections with others and place in the world</p>	<p>Express the reasons I have arrived at my current spiritual beliefs and how these combine with the Scout Promise and Law to guide me through my adult life</p> <p>Articulate my plan for further developing and adhering to my spiritual beliefs in the future</p> <p>Lead younger individuals in gaining their own understanding of their connection with others and place in the world, and reflect upon how my</p>

					understanding of this informs my actions
Respect for others	<p>Know that others may have different beliefs to me about life</p> <p>Know that others have different social and cultural backgrounds to me</p> <p>Know that my community has many different people in it</p>	<p>Know something of the beliefs of my peers</p> <p>Know something of the social and cultural backgrounds of my peers</p> <p>Know something of the societies and cultures in my community</p>	<p>Experience spiritual belief systems, religious or otherwise, other than my own</p> <p>Experience cultures other than my own</p> <p>Explain the value of diversity in my community</p>	<p>Experience spiritual belief systems in a deep way and explain spiritual beliefs systems other than my own to others</p> <p>Experience societies different to the one I am living in and show respect for those differences</p> <p>Participate in inter-faith or non-faith spiritual community events</p>	<p>Contribute to a culture of understanding and respect towards religious and spiritual beliefs that are different from my own</p> <p>Contribute to a culture of understanding and respect towards societies and cultures that are different from my own</p> <p>Contribute to a culture of mutual understanding and respect in a multicultural community</p>
Being thankful	<p>Appreciate the complexity and awe-inspiring nature of the natural and human worlds</p> <p>Identify the people that are most important in my life</p> <p>Know that many opportunities are available to me throughout my life</p>	<p>Experience and appreciate some of the world's beauty</p> <p>Express thanks to my family and other people in my life for the things they do for me</p> <p>Be thankful for the many opportunities that have been, are and will be available to me</p>	<p>Explore beautiful places and reflect on nature's magnificence, and know that it is worth preserving</p> <p>Understand my cultural and spiritual heritage, and how these have shaped my life</p> <p>Understand that others may not have the same opportunities as I have had</p>	<p>Consider the impact of a deteriorating natural environment on those around me</p> <p>Understand the importance of acceptance and forgiveness in maintaining the relationships I have</p> <p>Be thankful for the opportunities I have had and start to help those who may not have the same opportunities</p>	<p>Care for the natural beauty of the world through my actions</p> <p>Articulate how the relationships I have shape my life and express thanks to those who support me</p> <p>Provide a disadvantaged group with opportunities for development and growth</p>

SCOUT METHOD

Scouting uses a particular educational method through which youth develop and learn. It is the Scout Method that makes Scouting truly unique.

The Scout Method is made up of 8 elements. Not one element of the Method is more important than another, and different elements will feature more prominently through different activities and experiences. The Method should be featured in all that we do, and its use should be made apparent to both adults and youth. It's important that Scouts are aware of how Scouting is contributing to their development.



COMMUNITY INVOLVEMENT



Through active involvement in the community, Scouts develop an appreciation of their local, national and international communities. Scouting focuses on helping create a better world; as each youth member progresses through Scouting, this commitment evolves. In line with Scouting's Purpose, the program results in active and responsible citizens.

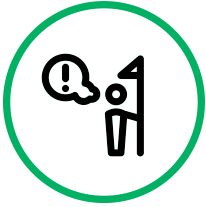
A commitment to creating a better world is not summarised simply in the word 'service'. As the world's largest movement for peace, Scouting contributes greatly by fostering positive relationships and partnerships.

Community involvement includes (in no particular order):

- Voluntary service within and outside of Scouting;
- Contributing in a non-formal way to the education of youth on community and citizenship issues;
- Community partnerships;
- Having a community presence;
- Setting an example for responsible citizenship in the community;
- Empowering youth and the youth voice;
- Advocating for the interests and needs of youth.

Scouting should not be an insular organisation. Active community involvement as an element of the Scout Method helps ensure the movement is well-connected and community-minded attitudes are developed in the youth impacted upon by the program.

LEARNING BY DOING



Experiential learning is inherent in just about everything we do through Scouting. In fact, learning-by-doing is evident in all the elements of the Scout Method. It is facilitated through Scouts having opportunities to succeed, but also to fail. Learning-by-doing involves not only developing hard skills like how to cook a meal or row a boat, but also soft skills. This could be through accepting leadership opportunities, communicating with others, teamwork, self-exploration etc. Learning-by-doing is a constant process and it's important that Scouts are aware it's happening. This is facilitated largely through Plan ▶ Do ▶ Review ▶ .

Learning-by-doing will look different in different circumstances. Sometimes a great deal of supervision and direction may be required: such as clearly defining safety boundaries at a cliff-top (learning-by-doing to find the cliff edge could be disastrous!). Often very little guidance is required. Scouts realising they haven't packed a key piece of equipment for a camp, or learning that different moods can impact on people wanting to join in an activity could provide quite impactful learning experiences.

NATURE & THE OUTDOORS



Scouting recognises nature as the ideal setting for learning to occur. The benefits here are two-way:

- youth members learn about and in the context of the natural environment;
- young people develop a connection to the natural environment, which facilitate a commitment to its preservation

One way that this element of the Method is facilitated is simply by spending time outdoors! This encourages the natural sense of curiosity evident in young people, fosters positive physical and mental health, and provides an interactive and stimulating learning environment.

Activities or projects may focus on outdoor adventure, or the environment. Scouting's emphasis on learning by doing through personal challenge is well-provided for through outdoor adventurous activity, often considered to be 'core Scouting'. Community involvement is clear through environment-focused activities, projects, or the general embedding of environmentally sustainable practices.

PATROL SYSTEM



The Scout movement began through the natural formation of small teams of youth. Across all sections, we call these 'Patrols'. It is recognised that through Patrols, many of Scouting's learning-by-doing experiences are encountered with peers. Working in Patrols provides opportunities to develop soft skills including leadership, teamwork and communication as well as building a sense of responsibility and belonging.

In Scouting today, Patrols are used across all the age sections. Some of these are specifically formed to ensure diverse groups (mix of ages, interests and genders), whilst others are formed naturally or based on certain interests, events or pursuits. Some of these Patrols will last for the length of a person's time in the section, others may exist only for a specific activity or a short period with express outcomes. The incidence of these different types of Patrols changes across the lifespan of the program as the focus of individuals

progresses. Sometimes the program experience of an individual will be facilitated through the small-team system (like on a Patrol expedition), at other times it will exist at a Unit level or beyond, and sometimes parts of the program will be a solo thing!

The primary purpose of Patrols is to provide a learning environment. Whilst Patrols also provide a structure, the key focus is on maximising learning opportunities for individuals. With this in mind, it's important to recognise that the small-team system doesn't serve to create a hierarchy. Leadership in the program is a shared responsibility; whilst more experienced or well-matched youth might take on greater leadership responsibility, equality is a key attribute. Scouts and Scouters alike are encouraged to respect and treat one another equally, despite roles within and beyond the small-team.

PERSONAL PROGRESSION



Personal progression is a critical characteristic of youth development. Scouting serves not only to challenge individual young people, but to empower them to challenge themselves. Learning experiences in Scouting are such that, for each individual, new opportunities and experiences work to progress personal development.

This aspect of the Method is evident in the fact we have age sections: each catered to the evolving developmental needs of the successive age groups. It is also apparent in the evolving interrelationship of youth leading and adults supporting. Plan ▶ Do ▶ Review ▶ encourages us to learn-by-doing through a range of experiences, and to progress the challenge and learning with each cycle. The Personal Progression Framework ensures that each Scout's experience is one of personal growth and challenge through involvement in a diverse Scouting program.

The two words that make up this element are equally as important as one another.

Personal

Every person's development is completely individual. Scouting recognises this and each Scout's personal learning needs are considered paramount. In Scouting, the greatest standard that can be set for a Scout is their best. Young people aren't held back in a section purely for the benefit of that Unit if it is in the best interests of the individual to progress to the next section.

Progression

The program strives to provide opportunities that are challenging and ensure that each Scout's experience of the program promotes their progression. There is always room for improvement and development. The program constantly provides opportunity for everyday adventure, through which learning occurs.

The cycle of Plan ▶ Do ▶ Review ▶ encourages active awareness of and involvement with this progression. We undertake this cycle as a Unit, as a Patrol, and as an individual.

Scouts are actively involved in their own personal progression. Goal-setting occurs in partnership with the Scout and a facilitator, who is ideally a suitable peer (this also provides learning-by-doing, personal progression, and youth leading, adult supporting opportunities for this Scout!). Personal progression means youth members are empowered, encouraged and supported appropriately to set their own challenges.

PROMISE & LAW



Scouting's principles, key values and ideals are embodied in the Scout Promise and Law. All National Scout Organisations (NSOs) within the World Organisation of the Scout Movement (WOSM) have a Promise and Law inspired by the originals developed by Lord Baden-Powell and showing our commitment to the three Principles of Scouting: Duty to God, Duty to others and Duty to self. These statements guide the whole Scout movement, inform decision-making and shape the ideal behaviours and actions for all our activities and interactions.

The Law emphasises our Scouting values and the qualities that Scouting strives to promote in all Scouts. It's a resonating statement that helps us along the journey of *planning*, *doing* and *reviewing* the adventures within the program. With the Scout Law, we can ensure our plans fit within the ideals of Scouting and then reflect on whether the spirit of Scouting was present along the way.

The Promise represents a personal commitment that also serves to unify members of the movement. It's most commonly made or reaffirmed on special occasions, such as at a welcoming ceremony following progression to the next age section. Across the journey, a youth member's understanding of the Promise and Law will evolve and come to mean more and more to them. This learning journey is a central part of spiritual and emotional development experienced through Scouting.

SYMBOLIC FRAMEWORK



A symbolic framework in Scouting helps provide meaning and context to the things we do. Parallels could be drawn between the symbolic framework and parts of daily life, such as metaphors in a narrative, a company's brand, or a piece of artwork. Each of these examples use:

- a *signifier*: the symbol at its face value; and
- a *signified*: the concept the signifier refers to.

In the context of the Scout Method, our use of the symbolic framework should add value to the educational process of Scouting, be developmentally appropriate, relatable to youth, and simple!

It occurs at three tier levels:

1. Scouting as a whole

This tier consists of key features that unify the movement – some globally, some specific to Australia. Aspects of this tier include, but are not limited to, the very concept of Scouting – the exploration of new ground in the outdoors, as well as symbols such as the fleur de lys, Scout scarf, and Scout sign.

2. Each section of the program

Symbolic framework at this tier provides concepts that assist in shaping Scouts' understanding (in a developmentally-appropriate way) of the nature and relevance of the program for the age section. A section symbolic framework serves to promote logical progression through the program across sections.

3. An activity or program focus

A creative “theme” which helps drive interest and adventure in an activity, and may tie features together towards a common goal. May also help to show links between multiple activities with a shared purpose. Whilst the first two tiers of the symbolic framework are quite set, the third tier is open, changes frequently, and is well-placed to be youth-led in its use and delivery.

The symbolic framework in Scouting promotes adventure, personal challenge and encourages each Scout to step outside their comfort zone. Different aspects may feature more or less at different times and in certain contexts.

Any use of the symbolic framework should not overwhelm the program such that it becomes a chore or loses value for youth members. It should never be the *focus* of the program; it’s a means to an end! The needs and interests of the age cohort always come first.

YOUTH LEADING, ADULTS SUPPORTING



The program is, in itself, a course of leadership training. For some Scouts, this may centre on opportunities to undertake formal leadership roles; for others it is simply about sharing skills and knowledge with others, working as a member of a team, setting examples for others, and shared responsibility. Leadership in Scouting is realised through engaging and empowering youth, actively involving Scouts in decision-making, and the proving opportunities for youth to learn and develop leadership skills and attitudes by ‘doing’!

The role of adults in supporting youth is a critical part of this element of the Scout Method. The role and influence of adults in this intergenerational partnership evolves as youth develop through the program. This balance may also differ from one activity to another depending on the nature of the activity and the skills of those involved.

As youth progress through the program, youth leadership will increase whilst adult leadership decreases. Youth leadership is quite evident from the very beginning of the program, whilst adult leadership is minimised towards the end. An intergenerational partnership is evident throughout the program.

YOUTH LEADERSHIP VS ADULT LEADERSHIP ACROSS THE SECTIONS OF THE PROGRAM



The key message is that wherever possible, youth members should be empowered to make decisions and take on leadership, and be allowed to make mistakes. In general, adults are there to assist youth to prepare as well as to support, guide, mentor and facilitate learning experiences. In Scouting, adults are referred to as 'Scouters' to emphasise the youth-led, adult supported nature of the program.

Ultimately, the program is geared towards developing leadership and independence in youth to help maximise their potentials. With a successful Scouting program, the future of the movement will be increasingly youth-led!

AGE SECTIONS

The program is broken down into 5 sections. This:

- Helps cater to the changing developmental needs of youth;
- Promotes personal progression;
- Ensures young people are at the centre; and
- Builds a supportive program environment.

Not everything in the program is limited to these sections, or to the local area. In fact, taking part in activities beyond the 'home' Unit is encouraged to help youth broaden their horizons, particularly from adolescence.

TRANSITIONS

Transitioning between sections is a critical time for youth members. Changing social groups, new approaches to aspects of the program, a new source of adult support, and meeting on a different night can all contribute to this being a challenging time for a Scout. Often, unfortunately, this may result in a young person leaving Scouting.

This change can also be a very exciting opportunity, and the transition itself may make a real difference to a Scout's development. The key message is that each individual is different, and it's important that their personal needs and interests are considered as the most important factors in this transition. It's not about getting more numbers into the section, or even keeping youth members within a specific Scout group. With the young person at the centre, the transition will happen when it needs to for them. This may be alone or with a group of their peers; this may be within the current local Group, or even somewhere else!

For the first four sections, youth members have a one-year window in which they normally progress from one section to the next. The information on page 25 indicates the ideal time for this progression to occur for each section. For young adults, they may choose to become Rover Scouts either at their 18th birthday, or if turning 18 during year 12, following the completion of this final year of high school. This helps minimise the potential for section transition to impact negatively on an important phase of schooling for youth and young adults.

Support from others is often a key contributor to a successful section progression. As such, each section functions with a peer mentoring system. This helps facilitate transition even before the youth member is ready to move to the next section. Cross-section activities are a vital part of the program; they also help support this transition. As Scouts get older, they will be more and more closely involved with Scouts in the sections either side of theirs.

Both youth and adults (parents/guardians/carers and Scouters) should be involved in transition planning. Each individual is different, and it's important that the transition suits their individual needs; the greatest expert on whether a Scout is ready is the Scout themselves, so it's really important they are involved.

Depending on the individual, the process of section transition normally takes between 1 and 6 months, but could take up to a year depending on the needs of the individual.

As our Purpose focuses on helping young people reach their potentials, evident in our Program Objectives, everyone in Scouting has a responsibility to encourage personal progression through all the sections. It's not solely up to a 'section' of the program to promote itself; transition is a natural part of the one program journey experienced by each individual.

COMPLETING THE PROGRAM

The end of the program exists within the Fifth Scout section. The Program Objectives for this section are the same as those for the program as a whole; it is this section where the Purpose of Scouting is realised.

As we know, progression is a very personal thing, and each individual's journey will be quite different; this means each journey may also end at a different time. As such, Scouts who believe they have achieved all the Program Objectives may choose to complete their program journey at or prior to their 26th birthday. This departure is a very special time for a young adult; it is a time for them to reflect on and *review* their personal Scouting journey, as well as *planning* for their next adventures in life.

THE SECTION JOURNEY

SCOUTING IS... ONE CONSISTENT JOURNEY

From **discovering** the beginning of the path;

Through **tracking** out the journey;

To **exploring** new territory with a group of friends;

Venturing into the wider world; and

Finding one's independence; **Roving** as a global citizen, adventuring beyond the horizon.



6,7 YEARS

THE ADVENTURE BEGINS

The program is designed with the expectation that typically a child will be in the section for two full years.

- Developing friendships
- Greater interactive experiences
- Physically active
- Broad imagination

IDEALLY PROGRESS after 8th birthday



8,9,10 YEARS

CREATING THE PATH

The program is designed with the expectation that typically a child will be in the section for three full years.

- Broadening social networks
- Transitioning from imaginative play
- Developing independence

IDEALLY PROGRESS after 11th birthday



11,12,13,14 YEARS

INTO THE UNKNOWN

The program is designed with the expectation that typically a young person will be in the section for four years.

- Significant physiological changes
- Transition from primary to secondary schooling years
- Redefining social groups
- Peer networks becoming a focus

IDEALLY PROGRESS before 15th birthday



15,16,17 YEARS

LOOK WIDE



The program is designed with the expectation that typically the young person will be in the section for three full years.

- Upper secondary years
- Strong reliance on peer/social support
- Flexible/transient social groups
- Increased opportunities to have a community impact

IDEALLY PROGRESS Choice: 18th birthday or completion of year 12



18-25 YEARS

BEYOND YOUR HORIZON

The program is designed with the expectation that typically a young adult will be in the section for up to eight years.

- Significant life changes
- Entering full independence
- Self-exploration
- Continued development
- Global citizenship

PROGRESS by 26th birthday



INDIVIDUALS, RESPONSIBLE CITIZENS AND MEMBERS OF THEIR LOCAL, NATIONAL AND INTERNATIONAL COMMUNITIES

CHALLENGE AREAS

Scouting provides a diverse program of activities through which individual development in the SPICES is facilitated. We categorise these activities into four Challenge Areas:



**COMMUNITY
CHALLENGE**



**OUTDOOR
CHALLENGE**



**CREATIVE
CHALLENGE**



**PERSONAL
CHALLENGE**

At the *plan* stage of programming Scouts work together, with support from adults, to develop a program that involves activities from each of these areas. A variety of resources and key words assist in this process across each of the sections. Scouts use a variety of means to write their program using the Challenge Areas. Scouts may brainstorm, work in Patrols, use imagination aids, focus on any of the key word categories, and think of activities they would like to *do* personally or as group. Through this process, Scouts are encouraged to make sure every activity is fun, challenging, adventurous and inclusive.

Our Challenge Areas are:

OUTDOORS	CREATIVE	PERSONAL	COMMUNITY
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Some ideas are:

Environment Camping Time in nature Water activities Adventurous activities Journeys	Expression Arts Making Creating Inventing Designing Planning	Leadership Beliefs & Values Health & Wellbeing Growth Interests Skills	Getting out into community Engagement Involvement Projects Partnerships Visits Diversity & Inclusion Environment
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They could be:

Fast High Wide Slow Deep Safe	Unusual New Colourful Bold Innovative Investigative	Individual Healthy Growing Commitment Resilience Response Believing	Local National International Supporting Knowledge Service
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We'll make sure they are:

FUN	CHALLENGING	ADVENTUROUS	INCLUSIVE
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Every Scout will participate, assist in and lead a range of activities across all the Challenge Areas. Through this involvement, each individual Scout will develop in different ways through different SPICES. For one Scout, participating in an outdoor rock climbing adventure could be purely a physical development activity; another who, through the same activity, conquers their fear of heights, may find that they develop emotionally and spiritually. The Challenge Areas ensure that everyone has the opportunity to encounter different experiences through Scouting, to participate in and learn through a balanced program of activities. Through personal reflection at the *review* stage however, progress through each of the SPICES will be developmental, responsive and, above all, very individual.

An activity may cross over more than one Challenge Area, for example a Patrol of Scouts getting involved in a community art exhibition – this could be both a Creative and a Community Challenge. Every activity is, in itself, unique, so it's not always possible to 'box' it into one Challenge Area!

PERSONAL PROGRESSION FRAMEWORK

As we know, the Scouting program offers one continuous learning journey, with each section representing another leg. The Personal Progression Framework provides a structure for the experience of individuals within this. It represents the elements of the journey that all youth participating in the program will experience, as well as challenging those who wish to gain even more personally from their Scouting experience.

We imagine the Personal Progression Framework as a journey across a mountain range. For every section of the Scouting journey, a new mountain is explored, each higher than the last.

On any journey, each person's path will be different. No matter the path, if the experience is focused on the needs of the individual, it can be just as rewarding as the path of any other person.

- The learning, enjoyment, and focus are on the individual's journey, not the destination; and
- Not everyone wants or needs to reach the summit!



PROGRAM ESSENTIALS

Program Essentials represent the *core* of the program, and makes up the 'base of the mountain'.

Progression through the Program Objectives represents most of the individual experience of this aspect of the Personal Progression Framework. They are the basis of what we aim to achieve for each individual young person through the program. The Program Objectives join with the other aspects of the Program Essentials to promote a broad and challenging program experience for each individual youth member.

WHO?

All youth members.

PURPOSE

- To track the progression of each youth member through the Scouting journey in an individual way.
- To ensure the program is working towards the Purpose of Scouting.
- To ensure participation in a varied and balanced program.
- For youth to be involved in tracking their own journey.

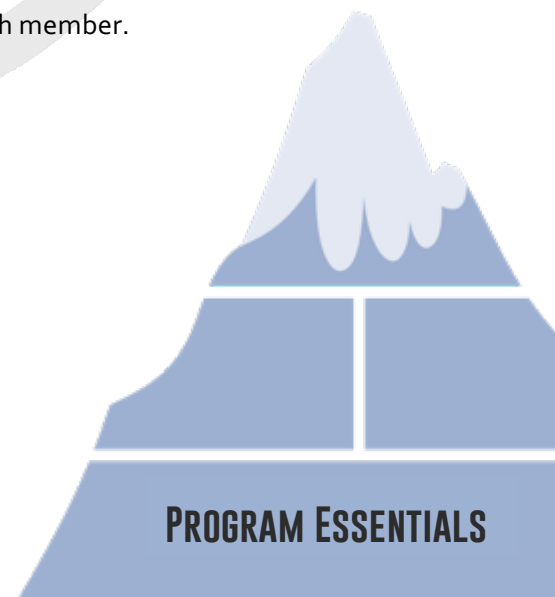
DETAIL:

Upon entry to Scouting and in each age section, youth members will experience a relevant introduction and orientation. This represents the commencement of a Scout's personal progression through the movement and/or section.

The program facilitates progression for each individual youth member through the Program Objectives, with a milestone review undertaken every 6-12 months for each youth member. Youth members are actively involved in this process, participating in personal goal setting guided by a suitable facilitator: ideally one of their peers! This personal goal-setting helps to ensure that the only standard expected of a Scout is their best.

Each milestone period includes a minimum number of activities in each *Challenge Area*, and a SPICES-based personal reflection. Scouts are encouraged to **participate**, **assist** and **lead** across the Challenge Areas to facilitate progression of their leadership skills and active involvement in a diverse program of activities.

Each milestone is marked with the presentation of a badge to the youth member.



OUTDOOR ADVENTURE SKILLS

The Outdoor Adventure Skills may enhance the program for those wanting to explore more than just the 'base'.

This part of the Personal Progression Framework allows for specialisation and upskilling in certain outdoor pursuits.

WHO?:

Youth members' personal choice. Not limited to age section.

PURPOSE:

- To promote youth members' exploration of and progression through key outdoor pursuits.
- To encourage active progression and specialisation in key aspects of outdoor adventure.
- To maximise Scouting's potential as a core provider of outdoor adventure.

DETAIL:

9 areas of outdoor adventure are broken down into 9 stages of proficiency.

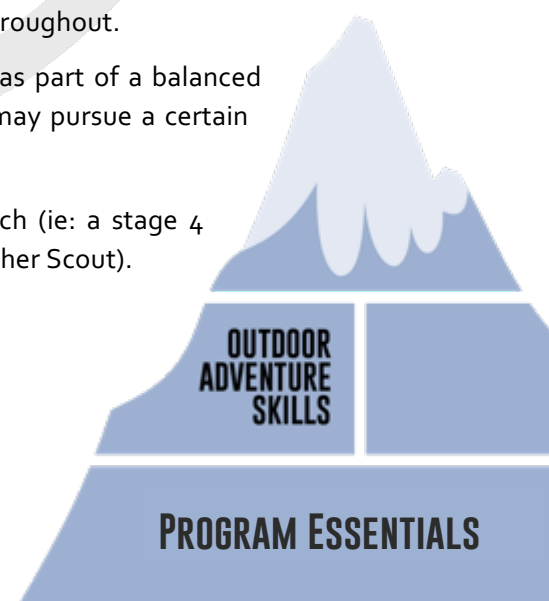
The OAS are optional for youth to explore, however some epitomise what is often viewed as 'key Scouting skills' and would be encouraged for all sections and youth. The early stages of all OAS are for those who want to try out the activity and establish foundational skills. The later stages are geared towards the youth member who wishes to explore these pursuits in more depth than what is provided for in the core program. Some of the OAS split into 'streams' in the later stages. For example, 'Vertical' explores common foundational skills in the early stages, before separating into the areas of abseiling, rock climbing and caving in later stages. Youth are able to pursue more than one stream and may be at different stages within the different streams. They will only wear the one badge for each OAS to the greatest stage achieved.

The OAS are able to be achieved and retained by any youth member at any stage of their overall progression through the movement (ie: they are not section-specific; youth retain the level they have achieved when progressing to the next section).

The principles of minimal impact on the environment are embedded throughout.

The OAS are intended to be achieved by individual youth; although as part of a balanced program and the undertaking of Challenge Areas, a group of youth may pursue a certain stream in the interests of 'upskilling' the small group.

Youth will be able to be peer-assessed through a two-down approach (ie: a stage 4 'Cycling' Scout could mark off the stage 2 Cycling components for another Scout).



THE OUTDOOR ADVENTURE SKILLS



CAMPCRAFT

CAMPCRAFT/STANDING/BASE CAMPING



BUSHCRAFT

SCOUTCRAFT, PIONEERING, SURVIVAL



BUSHWALKING

BUSHWALKING, NAVIGATION, LIGHTWEIGHT CAMPING

CORE SKILL AREAS

Often considered 'core Scouting' skills.

Common across all parts of Australia.

Will be represented in the program of most Groups.

SPECIALTY SKILL AREAS

More specialised skill areas.

More limited to geographical area.

Some Groups may feature certain skill areas more than others.

AQUATIC
LIFESAVING, RESCUE, SNORKELING, SCUBA, SURFING



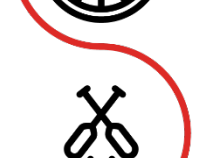
ALPINE
CROSS COUNTRY SKIING, SNOW SHOEING, SNOW CAMPING



CYCLING
CYCLE TOURING, MOUNTAIN BIKING



PADDLING
CANOEING, KAYAKING, SEA KAYAKING, RAFTING




BOATING
SAILING, ROWING



VERTICAL
ABSEILING, CAVING, CANYONING, CLIMBING



	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6	STAGE 7	STAGE 8	STAGE 9
 CAMP CRAFT									
 BUSH CRAFT				PIONEERING					
 BUSH WALKING				SURVIVAL SKILLS					
 ALPINE				X COUNTRY SKI					
 AQUA DICS				SNOW CAMPING & HIKING					
 BOA TING				SURF LIFE SAVING			SWIFT WATER RESCUE		
 CYCLING				SNORKELING			SCUBA		
 PADD LING				SURFING					
 VERTICAL				SAILING					
				ROWING					
				CYCLE TOURING					
				MOUNTAIN BIKING					
				CANOEING			W/WATER CANOEING		
				KAYAKING			W/WATER KAYAKING		
				SEA KAYAKING			W/WATER RAFTING		
				ABSEILING					
				CANYONING					
				CAVING					
				CLIMBING					

CYCLING CONCEPT EXAMPLE

STAGE 1

Planning/Preparing

- I have discussed what the purpose of a helmet is.
- I know how to wear and adjust a helmet.
- I know the limits of where I may go each time I go out riding.
- I understand that I should follow directions from a leader.

Maintenance and Repairs

- I can show the main parts of bike (brakes, pedals, chain)
- I know why I should care for my bike and helmet after use.
- I know the basic road rules relating to riding a bike.

Cycling Skills

- I know about the 'Buddy' system.
- I have taken part in a short cycling exercise.
- I know how to contact the emergency services.

Post-Trip

- I can talk about my favourite things from a ride.

STAGE 2

Planning/Preparing

- I can explain what clothing I should wear riding.
- I can put on my own helmet properly.
- Before I start riding, I can show where and when I am allowed to go.
- I have explained what impact I can have on local vegetation when riding.

Maintenance and Repairs

- I can pump up my tyres.
- I have made a poster demonstrating the safety rules for riding.

Cycling Skills

- I have taken part in a skills activity on safe enclosed area involving cones, stops, balance etc.
- I have taken part in an at least two cycling rides.
- I have discussed the appropriate action I should take in the case of an accident.
- I know how to raise the alarm if I come across somebody in difficulty.

Post-Trip

- I have talked about my favourite things from at least two rides.
- I can suggest changes for a future ride.

STAGE 3

Planning/Preparing

- I can explain the importance of wearing the right clothing and gear while riding.
- I know which items I should carry with me when riding.
- I know how and where to get the latest weather forecast for the area I will be riding in.
- I know that I should follow the instructions of the person in charge of the group.

Maintenance and Repairs

- I can show how to test a bike before riding.
- I can repair a puncture (including taking tyre on and off).

Cycling Skills

- I have taken part in day ride as part of a group.
- I know what to do in the case of the group being separated.
- I can maintain a straight line when riding on straight gravel roads.

Post-Trip

- I have written a log for at least two rides.
- I know how to complete a ride report.

STAGE 4

Planning/Preparing

- I can explain why carrying personal equipment is important.
- I know the main points of 'Leave No Trace'.
- I can prepare equipment, where required, for safe transportation to activity location.
- I ensure sufficient fluids are available for the duration of the activity.
- I know how to select equipment and protective clothing according to expected weather conditions.

Maintenance and Repairs

- I can perform routine pre-start checks on chain, brakes, gears, wheels, bearings, tyres and accessories.
- I have assembled an in-field repair kit.
- I know how to identify bike parts requiring lubrication.
- I can conduct routine bicycle maintenance checks and repairs.

Cycling Skills

- I know how to adopt appropriate posture and balance when riding.
- I have demonstrated methods to communicate with motorists and other cyclists.
- I have taken part in and logged at least five cycling activities (including at least two off-road).
- I know how to navigate rides.

Post-Trip

- I can identify improvements for future rides.
- I know how to clean my bike after a ride.

STAGE 5

Planning/Preparing

- I know where to find sources of information about bike selection.
- I can identify possible hazards associated with cycling and procedures to minimise risks and can take actions to minimise these risks.
- I know how to identify food and water requirements.
- I can select routes that minimise damage to the environment.

Maintenance and Repairs

- I know how to clean a bike to prevent damage.
- I can identify cycling tools and spare parts.
- I can apply lubrication when required.
- I know how to adjust tyre pressure according to the terrain.

Cycling Skills

- I can apply smooth and timely gear changes across different terrain features.
- I have demonstrated recommended braking techniques for sealed & off road conditions.
- I know how to do CPR and place a victim in the recovery position.
- I know how to take measures to guard personal and group safety.
- I can demonstrate a comfortable cadence for the terrain encountered.

Post-Trip

- I have a log of at least five rides since Stage 4.
- I have presented a report on one ride to my group.

STAGE 6

Planning/Preparing

- I can identify bike options and justify reasons for selecting one bike over another.
- I can identify and plan food and water requirements.
- I can attach equipment and accessories to bicycle and secure off-road bicycle to vehicle, where required.

Maintenance and Repairs

- I know how to fix a broken chain.
- I know how to replace a cable.
- I can conduct pre-ride maintenance checks and correct any deficiencies.

Cycling Skills

- I can identify and negotiate obstacles.
- I can apply recommended weight transfer techniques during cornering.
- I can apply group or bunch riding techniques.
- I can demonstrate correct posture for descents, uphill riding and bumps, potholes, ruts, rocks, logs, man-made objects.

Post-Trip

- I can store an off-road bicycle in appropriate manner.
- I have evaluated relevant aspects of the cycling activity.
- I can identify improvements for future rides.

STAGE 7

Planning/Preparing

- I know how to research and determine a route for the off-road ride.
- I can select personal and protective clothing and identify design and or construction features that make it appropriate.
- I have successfully completed an advanced wilderness first aid course of at least 40 hours duration

Maintenance and Repairs

- I know how to fit and adjust bicycle proportions and personal equipment.
- I can maintain and repair off-road cycling equipment in the field using an in-field repair kit.

Cycling Skills

- I can demonstrate appropriate posture and maintain control and balance at all times when riding off-road on intermediate to expert terrain.
- I can apply off-road cycling techniques and skills in a smooth, safe and energy efficient manner according to terrain and conditions.
- I can navigate route and negotiate difficult situations.
- I can ride at Black Level on Mountain Bike or have undertaken at least two 3+ day cycle touring expeditions.

Post-Trip

- I have demonstrated removing mud and dirt from off-road bicycle and spraying all moving parts with appropriate lubricant.
- I have a log with at least 50 rides since Stage 5.

STAGE 8

Planning/Preparing

- I have established a suitable communication system to use when riding in a group.
- I have determined access, availability of public transport and parking if necessary from both entry and exit points of a ride.
- I know how to organise a reliable support vehicle and driver.

Maintenance and Repairs

- I can correct any deficiency and adjust the bicycle so that it is correctly proportioned and safe for personal use.
- I know how to determine measures to deal with non-routine problems and/or repairs.

Cycling Skills

- I can communicate with cyclists, motorists and other users, and apply trail etiquette.
- I know how to pace cycling and adopt safe group or bunch riding techniques to maintain group cohesion.
- I have negotiated hazards and obstacles safely and take measures to guard personal and group safety.

Post-Trip

- I know how to examine an off-road bicycle for any defects and repair or arrange for repair in a timely manner.
- I have evaluated relevant aspects of the cycling activity.
- I can identify improvements for future rides.

STAGE 9

Planning/Preparing

- I have researched and determined routes for 5 off-road rides.
- I know how to access relevant sources to interpret detailed weather and environmental information.
- I have planned and led at least three rides.
- I can identify potential hazards and obstacles and implement procedures to minimise risks.

Maintenance and Repairs

- I have fixed a chain five times.
- I can fix complex mechanical problems with in-field tools.
- I have taught mechanical skills to other Scouts up to Stage 7.

Cycling Skills

- I have undertaken 30+ downhill runs or have undertaken a cycling expedition of greater than one week.
- I have a log of more 30 days of rides since Stage 7.
- I have taught on a Cycling Team Course of Scouts of Stage 6/8.

Post-Trip

- I have evaluated my leadership of two cycling activities.
- I can complete incident reports.



SPECIAL INTEREST AREAS

The Special Interest areas may enhance the program for those wanting to explore more than just the 'base of the mountain'.

This part of the Personal Progression Framework allows for personal goal-setting and exploration of new and existing interests in a broad range of areas.

WHO?:

Youth members' personal choice, at each age section.

PURPOSE:

To encourage youth members to explore new interests, encouraged to achieve a standard of their best.

DETAIL:

The Special Interest areas are optional for youth to explore. They are geared towards the youth member who wishes to explore particular interests in more depth than what is provided for in the core Unit or Patrol program.

Youth set personal goals targeted to what is deemed their 'best' in partnership with an identified mentor (eg: subject matter expert, experienced peer). By setting their own goals based upon their own 'best', Scouts can tailor achieving them to the areas that particularly interest them, or the skills they particularly need to work on. For example, two Scouts may both undertake an Innovation and STEM badge, however one decides to continue developing their existing computer programming skills and sets goals for this, whilst another learns about 3D printing and prints their first item.

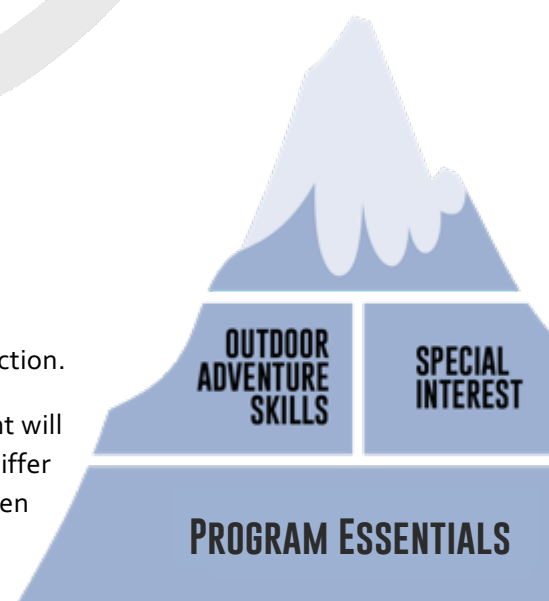
The process of Plan ▶ Do ▶ Review ▶ is used throughout the goal-setting process. In the Review stage, Scouts may identify that they did not fully achieve their goals, but instead reflect on what they did learn and why their goals may have been too ambitious or what they could do in the future to combat any external forces (eg weather, unforeseen events).

The six areas available in the Special Interest areas are:

- Innovation and STEM
- Growth and Development
- Creating and Better World
- Environment
- Adventure / Sport
- Arts & Literature

Scouts can undertake multiple badges within each area, within each section.

The same areas are used in all sections, however the effort requirement will be age-appropriate and the goals that Scouts set themselves may differ based on their differing interests. Examples of what can be undertaken within each area are presented on the following page.



OUR CATEGORIES FOR SPECIAL INTEREST ARE...

STEM / INNOVATION	GROWTH & DEVELOPMENT	CREATING A BETTER WORLD*	ENVIRONMENT	ADVENTURE / SPORT	ARTS & LITERATURE
THEY COULD BE...					
<ul style="list-style-type: none"> • Designing • Building • Problem solving • Experimenting • Investigating • Finding • Innovating • Modelling • Inventing • Thinking outside the box 	<ul style="list-style-type: none"> • Wellbeing • Interests • Caring • Understanding • Relationships • Developing • Recognising • Ethics 	<ul style="list-style-type: none"> • Taking action • Changing • Impacting • Collaborating • Making a difference • Engaging • Community • Networking • Global • Social justice 	<ul style="list-style-type: none"> • About, for and in the environment • Caring • Taking action • Experimenting • Monitoring • Behaviour change • Citizen science • Minimal impact 	<ul style="list-style-type: none"> • Exploring • Moving • Challenging • Taking risks • Growing • Physical • Developing skills • Emotional • Spiritual • Exciting 	<ul style="list-style-type: none"> • Creating • Investigating • Appreciating • Crafting • Designing • Creative • Performing • Producing • Directing • Expressing
SOME IDEAS ARE...					
<ul style="list-style-type: none"> • Designing / building gadgets • Experiments • Tournament of Minds • IT, apps, programming, robotics • Geology, biology, chemistry, geography, physics, ecology, sociology • Engineering • Research • Entrepreneurial 	<ul style="list-style-type: none"> • Mental Health First Aid • Volunteering • Other religions / cultures • Vocations • Charity • 'Good turns' • Fitness • Debating • Languages • Professional skills, eg negotiation, interpersonal relationships, project management • Emotional intelligence 	<ul style="list-style-type: none"> • World Scout Environment Badge • Scouts of the World • Messengers of Peace • Volunteering • Charity • Refugees • Relay for Life • Festivals/Fetes/Carnivals/Markets • Local, national, global • Citizen Science <p style="font-size: small; margin-top: 10px;">* Any activities completed in this category must be registered as a Messengers of Peace Project on www.scout.org</p>	<ul style="list-style-type: none"> • World Scout Environment Badge • Clean Up Australia Day • Clean water & clean air • Habitat & species • Pollution & litter • Environmentally-friendly practices • Environmental hazards & natural disasters • Climate change • Ecological resilience 	<ul style="list-style-type: none"> • Expeditions • Sports • Journeys • Walk, cycle, paddle, fly, swim, climb, ski, train, balloon, sail, ride, skate • Trying new things 	<ul style="list-style-type: none"> • Gang shows • Instruments & voice • Art work • Creative writing • Debating • Photography • Performing arts • Short films

PEAK AWARDS

The Peak Award for each section exists for those who wish to 'reach the summit'. It incorporates Program Essentials, a specified amount of engagement with the Outdoor Adventure Skills and Special Interest areas, as well as some further, specific challenges.

WHO?:

Youth members who wish to 'reach the summit'.

PURPOSE:

To facilitate a peak challenge for those who want more out of their experience of Scouting than they can encounter through the core aspects.

To challenge highly-driven youth to reach their potential.

DETAIL:

This is the peak element of the Personal Progression Framework for each age section. Achievement of the Peak Award won't be the goal of every young person in the program, and that's OK!

For those who do wish to achieve the Peak Award, they will progress through the Program Objectives for their section, as well as achieving specific aspects of the OAS and Special Interest Areas, as follows:

	PROGRAM ESSENTIALS	Outdoor Adventure Skills	Special Interest	Other	Section Award
1 st Section Scouts	<ul style="list-style-type: none"> Intro to Scouting/ Section 	<ul style="list-style-type: none"> 2 OAS to stage 2 2 other OAS to stage 1 	Complete 1 Special Interest Badge in 3 different areas		Peak Award
2 nd Section Scouts	<ul style="list-style-type: none"> Active involvement in program across Challenge Areas 	<ul style="list-style-type: none"> 2 OAS to stage 3 2 other OAS to stage 1 		<ul style="list-style-type: none"> Leadership course Adventurous journey Reflection on 'my personal progression' 	Peak Award
3 rd Section Scouts	<ul style="list-style-type: none"> Complete the Program Objectives for section 	<ul style="list-style-type: none"> 2 OAS to stage 5 Progression of 2 stages in 2 other 		<ul style="list-style-type: none"> Reflection on 'my personal progression' 	Peak Award
4 th Section Scouts	<ul style="list-style-type: none"> Complete a personal progression reflection 	<ul style="list-style-type: none"> 1 OAS to stage 7 3 OAS to stage 4 Progression in 2 stages in 2 other 	Complete 1 Special Interest Badge in 5 different areas	<ul style="list-style-type: none"> Plan ▶ Do ▶ Review ▶ journal 	Peak Award
5 th Section Scouts		<ul style="list-style-type: none"> 2 OAS to stage 7 3 OAS to stage 5 Progression in 3 other 			Peak Award

To encourage retention in the program, the elements from Outdoor Adventure Skills and Special Interest Areas used to contribute to the Peak Award should be achieved in the latter portion of a Scout's time in the section. The Award is also designed so that, on the most part, a youth member who doesn't join at the beginning of the section should still be able to achieve it.



OVERVIEW

PROGRAM ESSENTIALS	3-4 MILESTONES	3-4 MILESTONES	3-4 MILESTONES	3-4 MILESTONES	3-4 MILESTONES
OUTDOOR ADVENTURE SKILLS	9 AREAS ACROSS ALL FIVE SECTIONS CORE SPECIALIST				
SPECIAL INTEREST AREAS	SAME AREAS FOR EACH SECTION				
	EXPLORATION OF NEW AND EXISTING INTERESTS	EXPLORATION OF NEW AND EXISTING INTERESTS	EXPLORATION OF NEW AND EXISTING INTERESTS	EXPLORATION OF NEW AND EXISTING INTERESTS	EXPLORATION OF NEW AND EXISTING INTERESTS
SECTION AWARD	PEAK AWARD	PEAK AWARD	PEAK AWARD	PEAK AWARD	PEAK AWARD
OTHER	FRINGE AWARDS	FRINGE AWARDS	FRINGE AWARDS	FRINGE AWARDS	FRINGE AWARDS
	EG. THEIR SERVICE OUR HERITAGE, WORLD SCOUT ENVIRONMENT BADGE, ETC.				

OTHER YOUTH RECOGNITION / FRINGE AWARDS

A limited number of smaller achievement frameworks exist, either permanently or temporarily, that share characteristics with those seen in Personal Progression A and B. These may be considered “side trips” within the mountain analogy and include World Scouting programs such as *Scouts of the World Award* and the *World Scout Environment Badge*. Further examples of these frameworks include *Their Service, Our Heritage*, a Scouts Australia framework that encourages exploration of our ANZAC heritage; and frameworks set up in partnership with like-minded organisations such as Landcare.

These frameworks exist to emphasise particular areas of the program, either out of personal or collective interest of a group of Scouts, or from a key focus at a state/territory or national level.

THE IMPACT

In line with our Purpose and Scout Method, the focus of the movement is the personal progression of all youth members, not simply the high achievements of a limited group. The success of the program is best measured by youth achieving their personalised Program Objectives: developing in the SPICES! For some, their best may extend beyond this into other aspects of the Personal Progression Framework, but this is not the primary measure of program success.

The focus of personal progression is on the individual developing through their experiences, not on an award or badge. The Personal Progression Framework encourages Scouts to find and develop interests. As such it’s important that youth are challenged through these experiences and encouraged to reflect carefully on how they have learnt and grown. One time to facilitate this reflection is during the badge or award

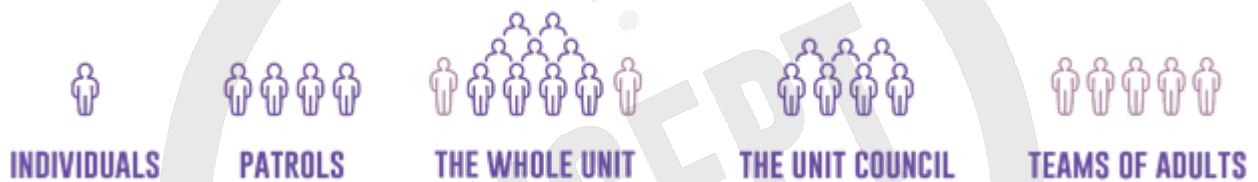
presentation. Awards should be a special achievement and not handed out in a tokenistic manner. It's important that the presentation of these awards should also focus on the individual's experience and personal progression more than the award itself.

The impact of the Personal Progression Framework is cyclical. Youth leadership opportunities are evident for Scouts who have developed certain skills and interests. These Scouts are able to use these skills to contribute to their Scouting community; they will develop leadership and responsibility through facilitating the future experience of others. In this way, the program provides a cycle of personal development through the Scout Method.

PLAN ▶ DO ▶ REVIEW ▶

The cyclic process of Plan ▶ Do ▶ Review ▶ is used across all sections of the program; it's used by adults in Scouting too! Plan ▶ Do ▶ Review ▶ is a process that can be used in all different scenarios. This process means that young people are actively and meaningfully involved in determining and organising their activities, and reflecting on what has been learnt. This helps Scouts relate their experience to the Purpose of Scouting, and generally ensure that their time in the program is as rewarding as possible.

PLAN ▶ DO ▶ REVIEW ▶ CAN BE DONE BY...



IT COULD BE USED FOR...

- Unit Council meetings
- Camps and major events
- Organising equipment storage at the hall
- Running games and activities
- Weekly meetings
- Developing the program
- Fundraising activities

HOW?

At each section the Plan ▶ Do ▶ Review ▶ process will look different. As we know, youth will take increasingly more responsibility in this process and conversely, the adults' supporting role will evolve too. It's important that Plan ▶ Do ▶ Review ▶ is engaging and creative whenever it occurs. Program resources are available to assist in the process in different ways.

Most of the time, Plan ▶ Do ▶ Review ▶ is quite informal and may simply involve some targeted conversations or a brainstorming session. Plan ▶ Do ▶ Review ▶ is flexible. It is targeted to the needs of the group and the nature of what is being *planned*, *done* and *reviewed*.

At times, the process may be quite a formal one – such as running a major District camp. An event like this may require a series of meetings, a substantial risk management plan, arranging accommodation and activities with external providers, and a written report.

The role of youth in leading, and adults in supporting, this process will look a bit different from section to section; remember it is about involving youth meaningfully in the whole process. This overview provides some general features of Plan ▶ Do ▶ Review ▶ .

PLAN

- Scouts decide what they'd like to do; from games to major expeditions, the youth members choose their next adventure – making sure it is fun, challenging, adventurous and inclusive.
- Delegating responsibilities – a Scout is chosen to take the lead on the activity and tasks delegated to other participants.
- Working out what gear is needed – Scouts prepare a list and all the equipment that is needed for the adventure is sourced.
- Discovering what skills need to learn to complete the adventure.
- Determining the end goal, creating a list of skills required and finding someone to learn from.

DO

- Testing out the new skills Scouts have learnt.
- Having fun, being challenged and enjoying the adventure.
- Being youth led, adult supported.
- Learning-by-*doing*.

REVIEW

- What did you hear, see, notice and enjoy about your adventure?
- What did you learn that you didn't know before?
- How was it fun, challenging, adventurous and inclusive?
- What did you learn about the team on your adventure?
- What didn't go to plan?
- What would you do differently next time?



WHEN & HOW DO WE REVIEW?

Reviewing can be spontaneous or planned, informal or formal, short or a bit longer. Some examples are:

- After any adventure or activity no matter how big or small.
- Informally at the end of a meeting just before closing, for no more than 2 minutes.
- During Unit Council meetings.
- On the drive home from an activity.
- During Patrol discussions.
- At a café or any other special review meeting location.
- Via text or online.

Different youth members may like to express their thoughts in a range of ways such as through discussions, skits or plays, collages, drawings, written accounts, photography or video. When facilitating a process of Plan ▶ Do ▶ Review ▶, it's important to keep this in mind and consider some different ways it could be carried out, and tailor the situation to the individual. To provide variety, Unit Councils may also decide to try out new methods at different times.

TRAIL CARDS

Resources called 'trail cards' can assist in Plan ▶ Do ▶ Review ▶ by giving open ended ideas about how to cover specific activity ideas or the Challenge Areas. Generally, these provide example activities, with guidance on how to complete an associated Plan ▶ Do ▶ Review ▶ process. Units may choose to use trail cards to drive activities, or use them as inspiration to come up with their own ideas. Some trail cards are suited to certain sections, whilst others could be used across many sections.

This trail card is an example suited to both the First and Second Scout sections.

TRAIL CARD CAMPFIRE

PLAN

- What are the rules about lighting fires where you live?
- Where will you light your fire?
- What will you need to make your fire?
- Has anybody in your Unit built a fire before? Do they have any tips?
- What do you need the Scouters to help you with?
- How will you put your fire out?

DO

- Gather all the things you'll need for your fire.
- Create your fireplace and set up the campfire.
- Get your Scouters to help light the fire.
- Enjoy your campfire!

REVIEW

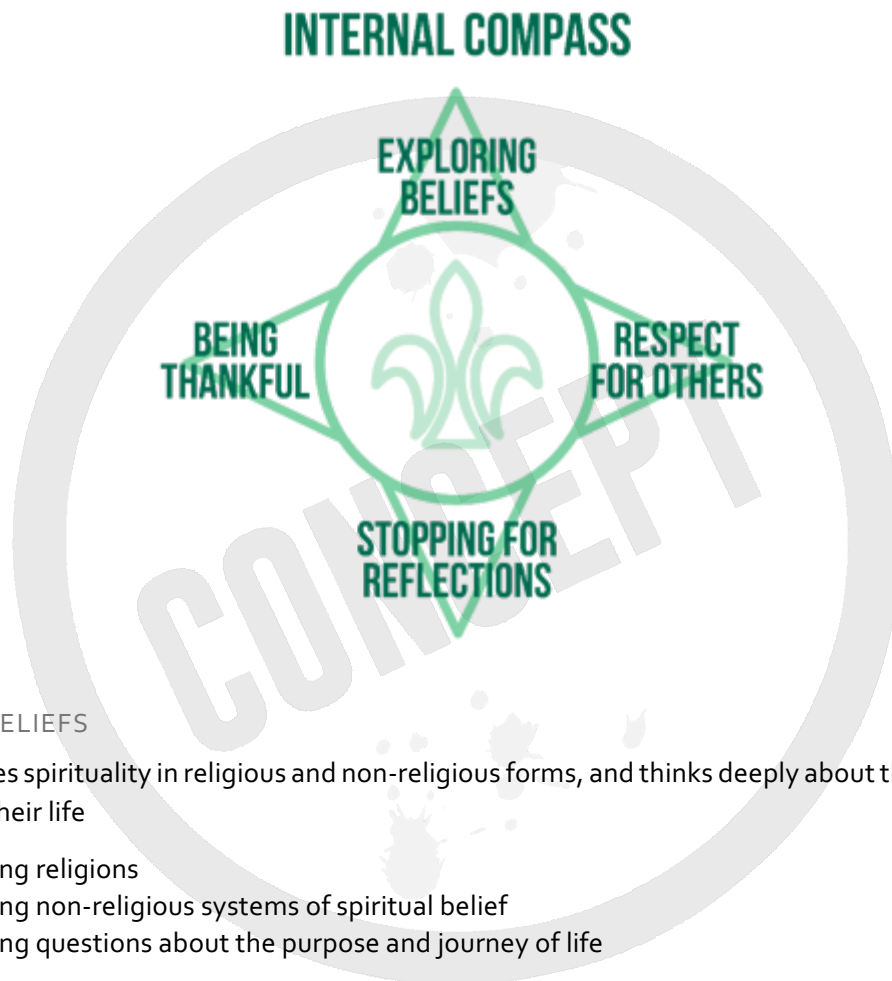
- How did you help to make the fire?
- What did you do around your fire once it was lit?
- What did you learn?
- How could you make the fire better next time?



INTERNAL COMPASS

Like all the SPICES, spiritual development looks different for each and every Scout. To help guide this process, we use a tool known as the Internal Compass across all sections. The Internal Compass tool is used to help ensure that spiritual development is occurring in the program. This tool comes into use during the *review* stage, and may also be helpful when *planning*.

The compass is a well-known symbol, and one that means a lot in an outdoor-focused movement like Scouting! The compass represents finding one's way on a journey, and seeking direction. With the Internal Compass, the four cardinal points are represented as follows:



EXPLORING BELIEFS

A Scout explores spirituality in religious and non-religious forms, and thinks deeply about the different ways they may live their life

- Exploring religions
- Exploring non-religious systems of spiritual belief
- Exploring questions about the purpose and journey of life

STOPPING FOR REFLECTION

A Scout pauses to reflect upon the Law and Promise as well as their own spiritual beliefs through a variety of means. These may include worship, meditation, prayer, conversation and contemplation

- Reflection upon the role that spiritual beliefs, the Scout Law and Promise play in our lives and how these develop over time
- Reflection upon how we may better live up to our own spiritual beliefs
- Reflection upon our connection with others and place in the world

RESPECT FOR OTHERS

A Scout respects and acknowledges other people's spiritual beliefs, and the value of diversity

- Respect for the different religious and spiritual beliefs others may hold
- Respect for the different social and cultural backgrounds from which others may come
- Respect for the value of diversity in the community

BEING THANKFUL

A Scout is thankful for the many gifts of nature and the human community, and expresses this regularly

- Appreciation for the beauty of our natural and human world
- Appreciation for the relationships we share and the role others play in shaping our lives
- Appreciation for the opportunities available throughout our lives

The program should cover each of these elements in order to facilitate Scouts' individual spiritual development. During the *plan* stage, we might think about whether one or more of these aspects are likely to occur. We may also think about specific activities that are likely to develop us spiritually. At *review*, we may choose to consider some of these aspects and how our experiences have impacted us personally.

ADULTS

- In addition to mentoring Scouts to use Plan ▶ Do ▶ Review ▶, adults are also doing their own Plan ▶ Do ▶ Review ▶, focused on facilitating a balanced program for your section.
- Scouters keep in mind both long and short term plans when working with the Unit Council to achieve their goals.
- Plan ▶ Do ▶ Review ▶ provides new roles, responsibilities and challenges for adults too!

Plan ▶ Do ▶ Review ▶ is done regularly and with purpose; it results in better activities, more fun, and all youth members actively involved in organising their own adventures. It helps ensure everyone has a fun, challenging, adventurous and inclusive time in Scouting.

FIRST SCOUT SECTION

First Section Scouts are looking for adventure, exploring the world around them, questioning, experimenting, and learning to challenge themselves. In this section, they are welcomed into the global movement to begin their adventurous journey through Scouting. They aspire to be like their adolescent peers and expect a taste of Scouting similar to the opportunities afforded to other sections. The program challenges these youngest Scouts to discover all kinds of new adventures.



Creativity and imagination are key to this age group. Through their adventures, Scouts are able to try new things, explore their own emerging interests, and immerse themselves in the activities that they themselves have chosen to do. The section is framed around the Australian Bush, using this evocative and highly diverse landscape to help Scouts to think of new activities to try, and to engage with the purpose of their adventures through the assistance of their Australian animal Program Guides.

Going outdoors is one of the best things about being a Scout, and there are all kinds of new adventures to be experienced outside. First Section Scouts go camping, discover new locations, try adventurous activities and learn about the world around them. They decide what they want to do and where they want to do it, with the support and assistance of their Scouters. Through engaging with nature and learning in an outdoor location, Scouts are able to open up their own imagining of the world. Even better, the outdoors are the perfect location for any number of running, jumping, exploring, experimenting, touching, feeling, leaping, rolling, and anything-else-a-Scout-can-think-of adventures!

The First Scout section may be the first time these Scouts have experienced the community outside of their own family and school – and there's so much to explore! Scouts have the opportunity to work with local community groups, to help others in their local area, and to learn about the diversity of people and places in their community around them. By choosing their own adventures, Scouts are also able to determine which elements of community involvement interest them and which ones they want to learn more about. Through their adventures and challenges, Scouts are able to start understanding the roles they have to play in their community, and how they can make it better.

Scouts are learning about their own developing personalities and constantly discovering new things they can do and learn about. Through their personal challenges, Scouts are able to pursue activities and interests they want to explore further, and even better are able to share with their Scout friends the things they like to do. Scouts are challenged to push their personal boundaries, to try new things, and to *review* and reflect on what they learn about themselves when they undertake challenges. They are also offered the opportunity to start learning leadership skills, *planning* activities and taking on leadership positions to help their Patrol complete challenges. The First Scout section is all about the individual Scouts and their personal learning journeys.

SMALL TEAMS

The Patrol structure is used in this section to introduce the importance of teamwork and leadership. Overall planning and management of the section involves all members of the Unit working together in Patrols. The majority of the program is experienced within the Patrol, though elements of the Personal Progression Framework will feature on a more individual level.

To maximise the potential of a Patrol in the First Scout section:

- A Patrol should have a minimum of four members and a maximum of seven members;
- The number in each Patrol should be as equal as possible;
- Ideally each Unit functions with a minimum of two Patrols at any given time; and
- Leadership responsibilities exist for youth within the Patrol – these are explored in more detail under 'Youth Leadership'.

Patrols are a helpful tool that assists adults to facilitate the program. The small-team structure helps with managing activities like wide games, hands on tasks like fire-making and cooking, and keeping track of a group when out in the community.

There may be some activities where there are not enough members of a Patrol present for it to function, such as at a weekend activity or camp. If this is the case an activity Patrol may be created. How this Patrol is created is up to the discretion of the Scouters with input from youth where possible.

Everyone in the Patrol is seen as an essential member, and everyone is treated as an equal. Patrol members support each other, are friendly and cheerful and do not leave anyone out. They encourage each other to do their best and give everything a go. Patrols functioning within these ideals and living by the Scout Promise and Law help ensure every Scout has a positive experience of the program.

YOUTH LEADERSHIP

The Patrol system gives Scouts the opportunity to take responsibility and develop skills in both leading and being led. In this section, youth leadership is appointed by adults to ensure all members will have a leadership experience. Leadership positions in the First Scout section are temporary and shared around youth within the section.

Providing leadership opportunities challenges youth and at times may push them beyond their comfort zones. This is not seen as a negative; Scouts build resilience by learning to work through challenges.

PATROL LEADERS

Patrol Leaders:

- Communicate well with adults and youth
- Show maturity
- Stay on task
- Are inclusive and friendly
- Have a positive attitude

- Help lead the Patrol in the Plan ▶ Do ▶ Review ▶ process
- Check resources for planned activities
- Know the interests of Patrol members
- Lead programming discussions
- Work closely with the Scouters in the Unit

Patrol Leaders are appointed by adults. It is recommended they change on roughly a three month cycle, dependent on Patrol and unit size, age and ability. Rotating this position gives opportunities for all Scouts to undertake leadership roles.

CO-LEADERS

Any member of the Patrol can become a Co-Leader regardless of age; it is purely based on their interest and enthusiasm for the activity at hand. Co-Leaders are Scouts within their Patrol who have experience or enthusiasm in specific activities. Co-Leaders don't necessarily need to show all the qualities of the Patrol Leader, but might be working towards some or all of them. When in the position of Co-Leader, these Scouts work with the Patrol Leader to get the job done, and to develop their skills. Co-Leaders change frequently dependent on the activities. Every member is encouraged to be a co-leader at times and support their Patrol Leader. Some activities or Patrol sizes may warrant the inclusion of more than one Co-Leader in a Patrol; this is flexible.

For many Scouts, having the opportunity to be a Co-Leader multiple times will help them to develop the leadership skills and confidence required to be a Patrol Leader, or to progress to the Second Scout section. This is also a perfect opportunity for Scouts to progress through the 'participate, assist, lead' components of Personal Progression A.

BUDDIES

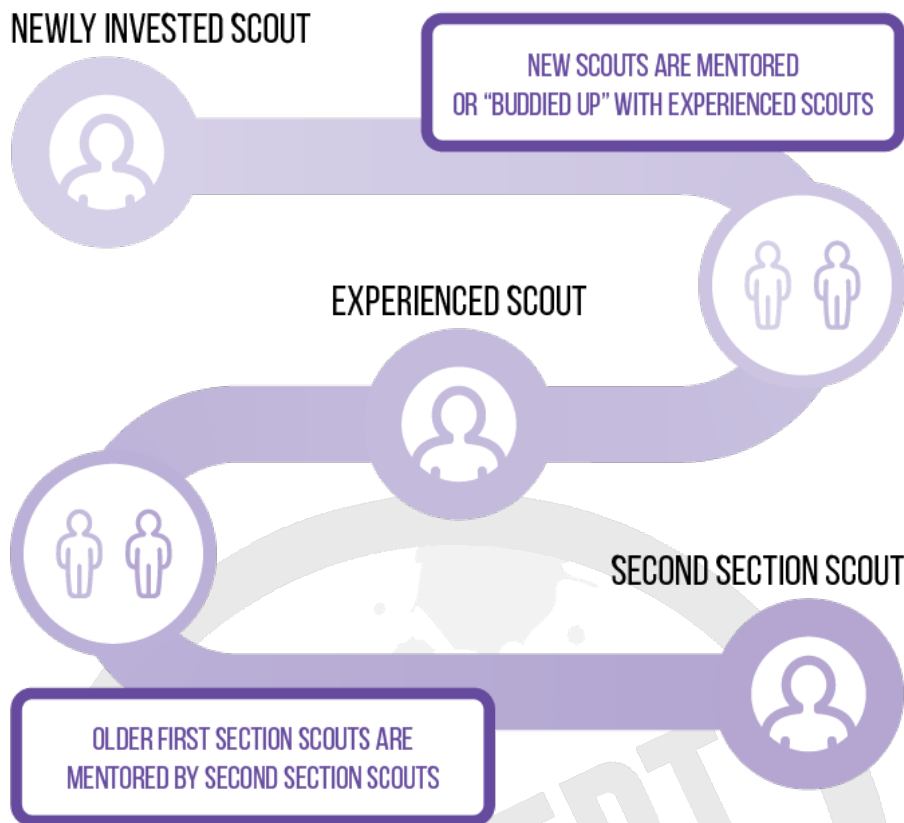
Experienced Scouts in the section act as buddies for new Scouts. This helps make sure they know the ins and outs of how the section works. Buddies can help new Scouts to understand the structure of Scouting, to make friends, and answer any questions they may have.

Mentoring also occurs to assist in the transition between sections. Visiting Second Section Scouts mentor more experienced First Section Scouts to build confidence and help facilitate personal progression.

OTHER LEADERSHIP OPPORTUNITIES

One of the great things about being a Scout is that you do not need to hold a formal leadership position in your Unit to be a leader; every Scout will have an opportunity to lead. This could include leading an activity or game, suggesting a new way of managing the unit, leading the cooking of a camp meal, or supporting a new member of the Patrol.

The program is structured to make sure that all Scouts within it have the opportunity to develop leadership qualities and are empowered to progress personally as a leader.



ROLE OF ADULTS

The role of a Scouter is to guide, support and inspire youth. Adults hold the responsibility to provide a safe environment.

Adults:

- Actively encourage input and ideas from Scouts in regards to programming through the Plan ▶ Do ▶ Review ▶ process.
- Facilitate fairness within the Plan ▶ Do ▶ Review ▶ process to ensure all opinions and views are heard.
- Mentor and support the Patrol Leader and Co-Leaders and, where needed, step in to refocus the group on the task at hand.
- Encourage youth to lead and make shared decisions.
- Document the ideas created through *plan* and draw them up into a relevant calendar of events.
- Ensure that any resources required are obtained.
- Ensure a safe environment for Scouts to learn and develop.
- Enable learning-by-doing by guiding problem solving and allowing youth to make mistakes.
- Maximise the learning opportunities for individuals.
 - Encourage imagination and creativity.

SYMBOLIC FRAMEWORK

The symbolic framework for this section is based around the Australian bush. This provides an imaginative basis for youth on which to build their program.

JOURNEY MAP

Different parts of the Australian bush represent the Challenge Areas:



BILLABONG

Community Challenge

The Billabong is an active ecosystem for many living things to come together just like a Community.



FOREST

Creative Challenge

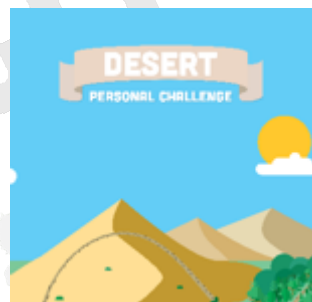
The Forest, full of many colours and sounds, plants and animals, fuels Creative Challenges.



HIGH COUNTRY

Outdoor Challenge

The High Country of weather extremes, mountains and streams is where our Outdoor Challenges lie.



DESERT

Personal Challenge

Desert is Personal Challenge, it is full of life yet provides opportunities for individual reflection.

Themed to the Australian bush, the map is a tool to support journeying through the section. Further information about the map and usage in the program is included in the Programming Tools section below.

PROGRAM GUIDES

Throughout their journey First Section Scouts are guided by 6 program guides from the Australian bush, each exhibiting particular traits representing one of the SPICES.



DINGO

Social Development

Dingo is our Social guide. He helps us because he is friendly, knows how to share, and help others.



KANGAROO

Physical Development

We catch up (or try to keep up!) with Kangaroo. She teaches us how to look after our body.



OWL

Intellectual Development

Owl is really helpful to us, because she helps us learn about and solve problems.



KOOKABURRA

Character Development

No matter what obstacles get in her way, Kookaburra always does her best and stays positive.



KOALA

Emotional Development

Koala is our emotional guide. Koala sets a great example to us because, no matter what happens, he thinks about his feelings.



TURTLE

Spiritual Development

Turtle helps us appreciate EVERYTHING about the world around us. He helps us explore our beliefs, and take time to reflect and be thankful.

The program guides are used in the *planning* process. Scouts are asked, "which of the characters might be able to help us for this adventure?" – this helps the Scouts to be conscious of what areas they might develop in through each activity or experience in the program. When *reviewing* an activity, Scouts are encouraged to refer to the program guides to help reflect on what they learnt and experienced. They might emerge at other times too to help drive this process.

PATROL NAMES

Patrols within the Unit are named after a local national park or other outdoor areas significant to the Unit. This facilitates the Scouts' awareness of their local community.

PROGRAMMING

UNIT MAP

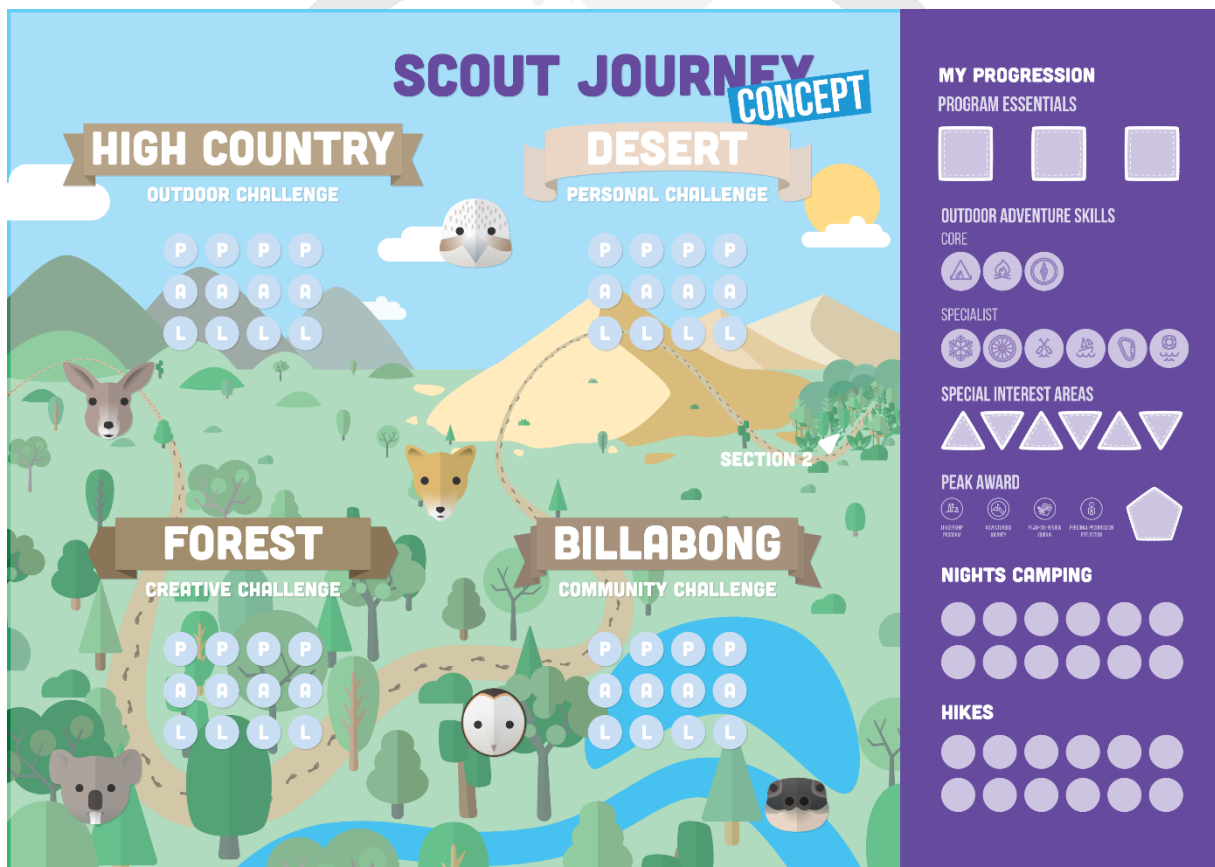
When programming, a large-scale Unit Map is used as the focal point for the Unit. Scouts sit around the map and use its visual cues as a reminder of the Challenge Areas, and as a trigger for their imaginations.

Deciding on their program with the help of the Unit Map is a component of the *plan* stage and is facilitated by Scouters. The Unit Map is a simplified version of the Personal Map, featured below.

PERSONAL MAP

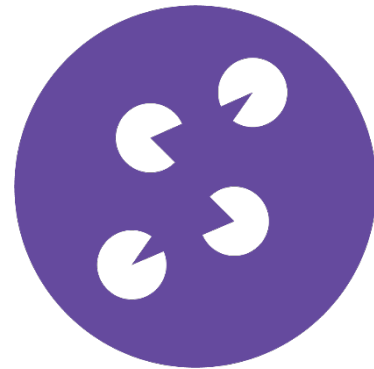
The Personal Map is a small cloth map, based on the Unit map, given to Scouts when they join. They get to keep this map and are free to personalise it however they wish. This is used to record a Scout's personal journey. For some, they may use the map to identify new interest areas.

Scouts use their map to generate activity ideas and mark their progress through the program. Throughout the map are places the Scout can log the activities they have done, whether they are activities done in the Challenge Areas, or other aspects of the Personal Progression Framework. Those Scouts interested in exploring aspects of the extended Personal Progression B use it to see where they are missing activities and what they need to complete. Scouts are encouraged to have their maps on them for every Scouting activity and bring them out whenever they want to. Parents can use the map to see what their Scout has been getting up to in the program.



SECOND SCOUT SECTION

The Second Scout section takes enthusiastic, inquisitive, adventurous and fun-loving Scouts and offers them new opportunities, challenges and adventures to continue their personal journey of development. Scouts journey through the Jungles of their imagination, exploring the world around them and developing their sense of their place within it. They take on leadership positions, taking a much greater role in running their Unit and Patrols and in supporting new members. They discover new experiences, expand their perspectives and develop new skills, all while having a fun and engaging time with their friends.



Second Section Scouts determine their own adventures and are heavily involved in the *planning* of them. They think of ideas they personally want to do or want to share with their Scout friends, and work with the Scouters to see these ideas come to fruition. They challenge themselves and learn much about their skills, abilities, interests and sense of self through the process, and are particularly driven to notice what they have learnt in the *review* stage. They are able to pursue and build their skills in areas they're interested in, but with their curious nature are also always up for trying new things and discovering new personal challenges!

A Scout in the Second section finds their sense of the community around them is starting to widen, they take on a better appreciation of what happens and what they can do to contribute. Their community challenges start to take them further afield and to delve deeper into the things they have already discovered. Scouts are encouraged to help other people, to learn about their diverse and ever-changing community, and to find ways they personally and as a group can contribute.

Creativity and imagination are important for Scouts, and they use their skills and ideas in these fields expertly in the Second Scout section to make their program fun, engaging and new! Scouts are developing new creative problem solving abilities; they want to make, construct, design and invent all kinds of new and exciting gadgets and gizmos; and they're looking for new ways to explore their individuality and express themselves, including through drama and art. Creative challenges help Scouts to show themselves to the world, and to build confidence and conquer fears.

The outdoors are an exciting place for Scouts, and the opportunities for even greater adventure in nature are a fantastic part of the Second Scout program. Scouts in the Second Section can go higher, faster, deeper, further, harder than ever before, and revel in being able to choose what to do and see it achieved. They can try new activities or return to old favourites to develop more skills, or even better a mix of both! Scouts also love that they can take their Scout friends to do activities they enjoy, to teach others their hard-won skills in outdoor activities. Much of the program takes place outdoors, whether close or afar, and Scouts' continuing sense of nature is richly developed through their big and small outdoor adventures. The best bit, of course, is how much fun it is!

SMALL TEAMS

PATROLS

Essential to the Scout Method, Scouts are formed into Patrols. Patrols are a combination of individuals with diverse experiences, genders, ages and responsibilities. In this section, a Patrol typically comprises 4-8 Scouts, with roughly equal numbers of Scouts in each Patrol.

A Patrol usually completes activities as a team, led by their Patrol Leader. Patrol Leaders may be supported by the Mentors in involving the whole Patrol in activities and Plan ▶ Do ▶ Review ▶ .

Project Patrols may also be formed on a temporary basis for specific activities. Temporary Patrols may also be formed for Unit activities such as weekend camps. When formed, these temporary Patrols will appoint their leader. This could be an opportunity for youth with particular interests to experience leadership and learn-by-doing through sharing their skills and passion with other Scouts.

Youth progressing from the First Scout section and new Scouting members are mixed throughout the Patrols. They are given equal opportunity to participate in section activities whilst being supported by their peers and Scouters along the section journey.

YOUTH LEADERSHIP

Every Scout is offered an opportunity to encourage, support, mentor, train and help develop their peers. This empowerment of youth provides a strong tool that ensures individuals take responsibility and ownership of the program.

All Scouts experience a degree of leadership during their journey.

PATROL LEADERS

Patrol Leaders are empowered by their peers to lead a Patrol of Scouts. Their primary responsibilities are to:

- Manage individuals under their guidance;
- Act as a role model;
- Support, train and develop other individuals;
- Empower and provide Mentors with necessary skills to act effectively;
- Communicate regularly with all members of their Patrol;
- Contribute as part of a network with other Patrol Leaders and as a member of the Unit Council; and
- Help make sure unit activities run well and improve through the use of Plan ▶ Do ▶ Review ▶ .

A Patrol Leader is selected by the Patrol based on experience, skills and qualities. The role is rotated on a regular basis (about every 3 months) with a view that all Scouts have the opportunity to be a Patrol Leader during their time in the section.

PROJECT PATROL LEADER

An individual with a special interest can nominate to lead an activity. This individual can be any member of the Unit and will guide interested members of a Project Patrol to carry out an activity. This Patrol will exist only until the Plan ▶ Do ▶ Review ▶ process for the activity has concluded. Leading a Project Patrol can be an exciting way for Scouts to try out being a Patrol Leader, and to further develop their skills.

BUDDIES

The primary role of a Buddy is to encourage new members and linking First Section Scouts to get involved and find a sense of belonging within the Second Scout section. Buddies are paired up with new members to support, advise and guide, ensuring the newcomers understand the nature of the section and expectations of youth members within it. Leadership in this role is shown by imparting useful advice to new Scouts of the section and being a secondary leader in the Patrol. Buddies are seen as willing and able to act in a greater leadership capacity should the need arise.

As a guideline, suitable Buddies are Scouts who:

- have ideally been in the section for 6 months and at a stage where they will complete another 12 months in the section;
- are willing and enthusiastic about assisting new Scouts
- are well-paired to the new Scouts they are mentoring.

A Buddy will continue supporting a new Scout for about 3-6 months, depending on the needs of the new Scout. A Patrol may have as many Buddies as are required for new members.

UNIT HELPERS

Unit Helpers are the senior members of a Unit and have developed skills and experience from being Patrol Leaders and Buddies. Unit Helpers take responsibility for the delivery of programmed activities in conjunction with Scouters. Unit Helpers are at a stage where they are almost ready to progress to the next section; they act as mentors to the Patrol Leaders and are not in a Patrol themselves.

At any given point, there may be up to 4 Unit Helpers, with the role being adapted according to the skills and capabilities of the youth members filling these positions. An exceptional Unit Helper will assist activity coordinators to ensure a well-run, safe and fun activity.

UNIT COUNCIL

The Unit Council is comprised of the Unit Helpers, Patrol Leaders, Scouters and current Buddies of the Unit. Others who are interested may also attend and join in with Unit Council meetings. At a Unit Council, the youth members, supported by Scouters, utilise Plan ▶ Do ▶ Review ▶ to arrange a balanced program and resolve issues that arise within the Unit. Critically, the Unit Council is also empowered to appoint suitable youth to leadership positions within the Unit.

Unit Helpers take a leading role during a Unit Council. It is their responsibility to steer discussions and, in collaboration with adults, ensure the meeting's success. By being youth led, adult supported, these meetings will be engaging and motivating for all attendees.

OTHER LEADERSHIP OPPORTUNITIES

One of the great things about being a Scout is that you do not need to hold a formal leadership position in your Unit to be a leader; every Scout will have an opportunity to lead. This could include leading an activity or game, suggesting a new way of managing the unit, leading the cooking of a camp meal, or supporting a new member of the Patrol.

The program is structured to make sure that all Scouts within it have the opportunity to develop leadership qualities and are empowered to progress personally as a leader.

ROLE OF ADULTS

Scouters play a vital role in imparting knowledge, skills and inspiration to the Scouts within the Unit. The role of adults in the Second Scout section is more relaxed in comparison to the previous section. Youth are given a greater scope and responsibility for Plan ▶ Do ▶ Review ▶, decision making, activity idea generation and selection of section leadership. Most importantly, Scouters ensure and monitor the safety and wellbeing of youth. Ensuring youth are well-equipped and well-trained to safely undertake activities is paramount. Wherever possible, youth are empowered and encouraged to lead within the program with adult support. Scouters must be careful to ensure that they don't take the lead on something that youth are able to take ownership of.

Examples of possible Scouter responsibilities include:

- obtaining resources;
- liaising with external service providers such as campsites and activity centres;
- managing youth membership;
- ensuring compliance with Scouting policies and procedures.

Scouters encourage youth participation in all activities, and the associated Plan ▶ Do ▶ Review ▶ process; they help guide decision making and problem solving, stimulate thinking and learning, and promote a collaborative style of leadership. Through this process, Scouters will ensure Challenge Areas are explored, the Scout Method is at the centre of the journey, and activities are meeting the SPICES for all youth members.

Scouters coordinate Unit Councils to ensure their success and purpose. Leadership of these gatherings is shared between youth and adults.

SYMBOLIC FRAMEWORK

The symbolic framework provides a structure of age appropriate, easy to understand and exciting concepts that facilitate the imagination and creativity of youth. The Second Scout section uses *The Jungle* to facilitate the awareness and development of an individual's journey through Scouting.

As a theme, *The Jungle* emphasises the importance of nature and the outdoors in Scouting, and evokes ideas of exploration and adventure. In this section, *The Jungle* can be interpreted and represented in varying degrees. Below are some interpretations of the theme within the Second Scout section:

- Wilderness jungle – The Australian rainforest; comparisons can also be drawn between the outback and other similar environments.
- Kipling's *Jungle Book* – An historic symbol for this section, facilitating the communication of moral messages.
- Urban Jungle – Locations such as cities can be considered an urban jungle, worthy of exploration and learning opportunities.
- Emotive/Personal Jungle - Exploring the jungle of the mind as something intricate and personal.
- The ecosystem of the community – Recognising the different roles played by people within any community and how everyone contributes in different ways.

These types of jungles are uncharted territory, involving challenges and obstacles for Scouts to overcome. By imagining themselves tracking their journey through the jungle, Scouts will experience new adventures and learn about the interactions between people and places. The jungle analogy shows the similarities between exploring in the jungle, and the jungle of life. Opportunity is also presented to reflect on a Scout's evolving relationship with the community and to consider the natural and built ecosystems around us.

Exploring one or more of these jungles as a Unit or Patrol, Scouts come to feel a sense of belonging, and share collective achievements as *plans* are accomplished.

Outcomes from Plan ▶ Do ▶ Review ▶ sessions may reveal Scouts' desire to explore different contexts and themes. Exploring other themes as a symbolic framework to guide an activity or program cycle, especially where suggested by Scouts, can be a great way to keep the program fresh and exciting. It's best that one theme doesn't overwhelm the whole program of a Unit!

To complement the symbolic framework of the Jungle, adult supporters may choose to have jungle-related names selected by the youth members in their Unit.

PROGRAMMING

PERSONAL MAP

A Second Section Scout's journey is symbolised through the use of a personal map. Providing cues for the inclusion of all the Challenge Areas, the map acts as a source of inspiration and focal point for the Scouts when programming. The map features four jungle locations, representing each of the Challenge Areas.



THE VILLAGE

Community Challenge

Everyone in the village is as important as each other. They all play a part in creating a safe and happy environment.



THE CLEARING

Outdoor Challenge

Possibilities are endless in an open space. The Clearing encourages us to be adventurous and have no boundaries.



THE BOAB TREE

Creative Challenge

The branches of the Boab Tree are intricate and full of life. They inspire us to imagine, create and explore outside the box.



THE WATERFALL

Personal Challenge

No goal is too great. The Waterfall reminds us to dive in, challenge ourselves to do our best, and explore new skills and interests.

This map also serves as a recording tool. Scouts are able to track their personal progression on their maps. During program *planning*, they can provide input to ensure the program meets their personal progression needs.

SCOUT JOURNEY

CONCEPT

SECTION 1

PERSONAL CHALLENGE

SECTION 3

CREATIVE CHALLENGE

OUTDOOR CHALLENGE

COMMUNITY CHALLENGE

THE WATERFALL

THE BOAB TREE

THE CLEARING

THE VILLAGE

MY PROGRESSION

PROGRAM ESSENTIALS

OUTDOOR ADVENTURE SKILLS

CORE

SPECIALIST

SPECIAL INTEREST AREAS

PEAK AWARD

NIGHTS CAMPING

HIKES

The Personal Map



THIRD SCOUT SECTION

The Third Scout section is about adventure, fun and friends. Like great explorers, Scouts challenge themselves, try new things and develop leadership abilities along their personal journey. Scouts *plan* where they are going, explore the great unknown, and *review* how to make their adventures bigger and better next time. Just like the greatest explorers, these Scouts are ready to make mistakes and overcome challenges with the support and guidance of their Scouters.



Scouts in the Third Section are beginning to appreciate the community around them on a deeper level, and to be interested in their ties to national and international communities. They learn from community groups and leaders, discovering hidden secrets and opening their eyes to the diverse and exciting world they live in. They undertake community projects that they plan, manage and implement themselves, tackling issues that concern them.

Creativity remains important for Scouts as they journey from the intense imagination of childhood to the more adult perspective of adolescence. With their growing confidence and understanding, Third Section Scouts are able to implement new ideas and solve problems in innovative ways. They revel in trying new methods to express their developing sense of self. Scouts determine their own ways of keeping their program alive and engaging. They may choose to do this through themed games and activities, or other creative ways.

The outdoors is a critical location for Scouts' adventures, and many activities are newly opened up for this age group. Sometimes Scouts head on adrenaline-packed outdoor adventures, while other times they focus on learning teamwork and building personal confidence through the challenges they choose. Scouts continue building their relationship with, and appreciation of nature, whilst also learning about their responsibilities towards it.

Third Section Scouts are ready to try new things, push their boundaries and be active in determining what they will do. Through their personal challenges, Scouts pursue their own learning journeys and are involved in assisting others to achieve their goals. While *planning* their exciting program of adventures, they identify skills they wish to develop along the way. Scout programs cater for the needs of the individual and offer all Scouts the opportunity to direct the adventures of their Patrol and Unit.

YOUTH LEADERSHIP

Leadership opportunities are an important part of the Third Scout section. Scouting works to ensure that all Scouts have an opportunity to lead at some stage, whether in a home Patrol, Project Patrol, as a Unit Leader, or in another capacity. Each Scout in the Unit is unique and possesses different leadership qualities and potential, so each leadership position within the Unit has been created to cater for this.

Some Scouts will make excellent Unit Leaders, and some will excel at being Project Patrol Leaders. It is important for the Unit to consider this diversity and the specific development needs of each individual Scout when making selections.

PATROL LEADER

Patrol Leaders are elected by the youth members in their Patrol or Unit. The Patrol Leader is responsible for:

- Managing the Patrol
- Attending Unit Council on behalf of the Patrol
- Mentoring and training their Assistant Patrol Leaders
- Ensuring the effective running of games and activities in the program
- Supporting new members of the Patrol, including allocating them to an Assistant Patrol Leader
- Communicating regularly with their Assistant Patrol Leaders to ensure issues are dealt with promptly and safely
- Setting a good example for the rest of the Unit

It is recommended that the Patrol Leader has completed formal training, such as a leadership course offered through Scouting, or relevant external training as approved by the Unit Council.

ASSISTANT PATROL LEADER

The Assistant Patrol Leader is a youth member elected by the Patrol. Their role is to support the Patrol Leader by managing a small group within the Patrol, and assisting the Patrol Leader as needed.

The Assistant Patrol Leader is responsible for:

- Supporting 2-3 allocated Scouts from their Patrol
- Reporting issues to the Patrol Leader
- Keeping track of attendance and the personal progression of their allocated Scouts
- May attend Unit Council (at the discretion of the Unit)
- Setting a good example for the rest of the Unit

THE UNIT LEADER

The Unit Leader is a youth member within the Unit who leads the program. They are not a member of a Home Patrol, but work closely with all of the Patrol Leaders.

The Unit Leader is responsible for:

- Ensuring the program runs smoothly and effectively
- Chairing Unit Council meetings
- Leading ceremonies
- Acting as a role model for the rest of the Unit
- Communicating with Scouts about activities and events

It is recommended that the Unit Leader has completed formal training, such as a leadership course offered through Scouting, or relevant external training as approved by the Unit Council.

It is highly recommended that all Units have at least one Unit Leader; however, in some Units (small or inexperienced Units particularly) this may not be practical. These Units are encouraged to work towards having a Unit Leader as soon as practical, and could encourage the Patrol Leaders to take on some of the duties of the Unit Leader in the interim.

It is recommended that Units do not have more Unit Leaders than Patrol Leaders, and would usually have no more than four Unit Leaders. The number of Unit Leaders in the Unit at any time is up to the Unit Council, but should be based on the size and need of the Unit, the experience level of the members of the Unit, and

the potential development opportunity and leadership capacity for each Unit Leader candidate. Unlike Patrol Leaders, Unit Leader vacancies do not need to be filled if the Unit Council determines that it is not necessary for the benefit of the Unit, or for the personal progression of individuals within the Unit.

OTHER LEADERSHIP OPPORTUNITIES

One of the great things about being a Scout is that you do not need to hold a formal leadership position in your Unit to be a leader; every Scout will have an opportunity to lead. This could include leading an activity or game, suggesting a new way of managing the unit, leading the cooking of a camp meal, or supporting a new member of the Patrol.

The program is structured to make sure that all Scouts within it have the opportunity to develop leadership qualities and are empowered to progress personally as a leader.

THE UNIT COUNCIL

The Unit Council is the decision making body for the Unit. It drives the program, and deals with any issues that may arise within the Unit. The Unit Council is made up of the Unit Leader/s, Patrol Leaders, the Explorer Scouter/s and any other members as determined by the Unit. This may include Assistant Patrol Leaders and other experienced members of the Unit who do not hold leadership positions. The Unit Council will meet on a regular basis (it is recommended that they meet at least once per program cycle). Youth members are empowered to resolve issues themselves, with guidance and support from Scouters as required.

The location and timing of these meetings is up to the Council but is not restricted to the Scout hall. Meetings could be at your local cafe or on a Unit Council-only weekend away. When selecting a location and time, keep in mind that it does need to be productive, so try to minimise possible distractions.

The content of these meetings is up to the Unit Council, but will usually involve Plan ▶ Do ▶ Review ▶ discussion around issues that have arisen within the Unit, Patrol formation, and programming.

When creating the agenda for a Unit Council, keep in mind that it should be interesting and youth led.

LEADERSHIP TRAINING

Leadership training should take place initially within the Unit. While opportunities may arise to undertake a more formal training program, leadership is a learning-by-doing skill, which should be predominantly developed through participation in the program. Courses should be seen as an opportunity to practice leadership rather than as a qualification for it.

GUIDELINES FOR SELECTING UNIT LEADERSHIP POSITIONS

The selection of Unit Leadership positions is a very important task, and one not to be taken lightly. It is up to the Unit to choose which approach works best, but the following are some suggested options.

Select a Unit Leader by:

- Election by the entire Unit
- Election by Unit Council

Select a Patrol Leader by:

- Election by the entire Unit
- Election by the Patrol

The role of the Scouter in this selection should be minimal. The Scouter may need to explain the importance of making appropriate choices to the Unit, though where possible this should be done by the Unit Leader. The Scouter may advise the Unit, Unit Council or Patrol but should not make the final decision. The Third Scout section is about empowering the Scouts to make good decisions, not about adults making decisions for them.

It is important for the Unit to consider the following when selecting leaders for the Unit:

- This is not a popularity contest; the most popular people are not always the best leaders.
- Scouts is a safe place to learn; consider who might benefit from a leadership position.
- Consider the role description and who would be best suited to the role.

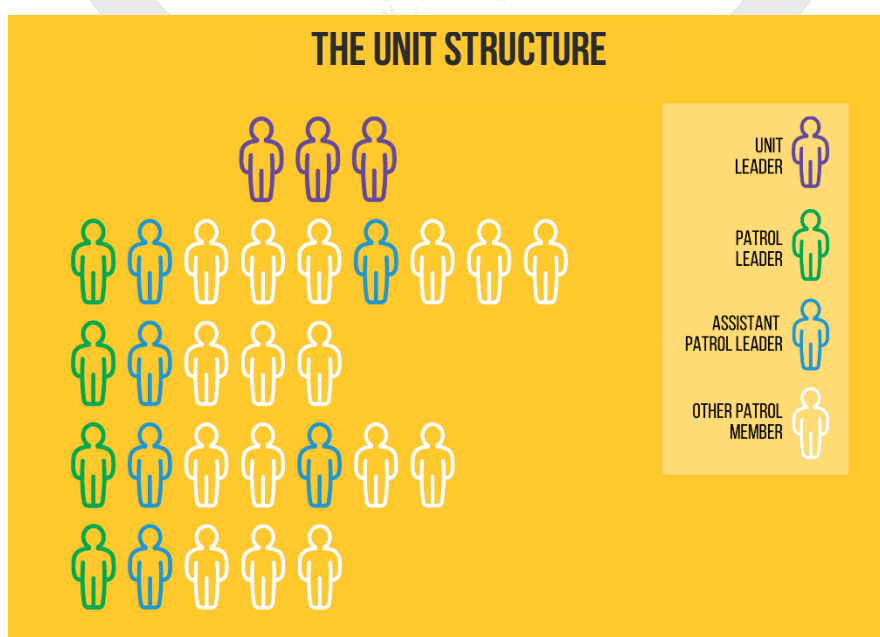
It may be necessary to run an activity that provides opportunities for Scouts to experience or demonstrate leadership to help in this process.

SMALL TEAMS

Early adolescence is a time where young people are heavily influenced by friendships and social connections. Young people want to spend increasing amounts of time with their friends, and are more likely to be influenced by the opinions of their peers. Scouting emulates this through the Patrol system.

A Patrol is a small team ideally made up of 4-10 Scouts, led by a Patrol Leader (PL) who is supported by 1 or 2 Assistant Patrol Leaders (APLs). It is possible to have up to 3 Assistant Patrol Leaders, and this may lead to Patrols being towards the upper size limit. A Patrol always has only 1 PL.

The Leaders and sometimes Assistant Leaders of each Patrol are members of the Unit Council. Each Council *plan* and decide the Patrol size/s which work best for them, based on the size of the Unit and experience of the individual Scouts they lead. Units may choose to have Patrols of varying sizes within the Unit based on the needs of the individuals. One Patrol Leader may be suited to leading a smaller team, whilst another may work best with greater numbers. From a Unit perspective, a less experienced cohort may wish to have larger Patrols and train multiple Assistant Patrol Leaders, whilst another may decide it has enough experienced Patrol Leaders to have a larger number of smaller Patrols. The Unit Council should *review* and, if needed, adapt the size of Patrols regularly to ensure the most effective model is being used.



HOME PATROL

A home Patrol is the Patrol that a Scout works in during regular Scout meeting nights. This Patrol works closely together, building a strong team culture. A sense of identity can work to build greater connections between the members of a home Patrol.

Home Patrols are named by their members. Names can be as creative as the Scouts in the Patrol want. Some suggestions, based on the symbolic framework of explorers, are listed below:

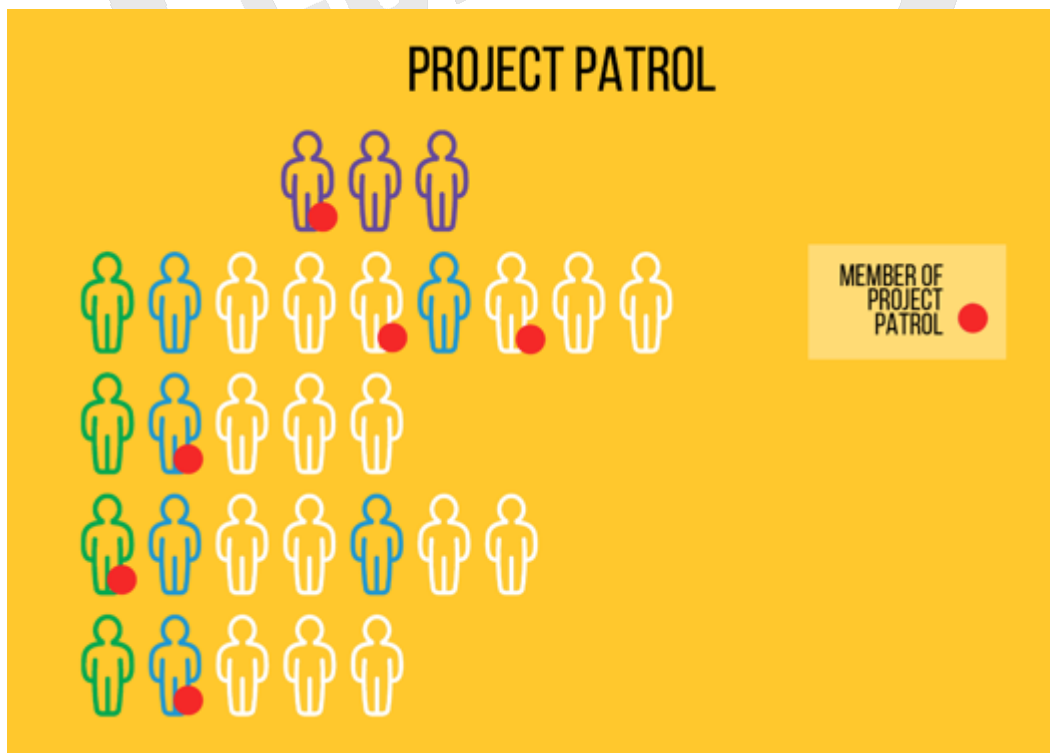
- Watson Patrol (Jessica Watson – solo sailor)
- Kingsford-Smith Patrol (Charles Kingsford-Smith – pilot)
- Thomas Patrol (Andy Thomas – Astronaut)
- Stuart Patrol (John McDougall Stuart – Inland explorer)
- Lock Patrol (Andrew Lock – mountaineer)

Home Patrols should endeavor to work closely together during their time in the Third Scout section. At times, this includes creating and participating in adventures of their own.

PROJECT PATROLS

Project Patrols are temporary groups that may be formed around a specific activity, camp, or project. These Patrols have a Patrol Leader, and at least one Assistant Patrol Leader. They are a perfect opportunity for someone who does not hold a formal leadership role in the Unit to take on increased responsibility. This is also a great chance for Unit Leaders and home Patrol Leaders to have a turn at being a regular participant or mentoring others to lead. Project Patrols often work best when they are formed naturally: when a group of individuals decide to come together with a common purpose or goal.

Sometimes these projects can include Scouts from other sections. For example, Scouts from the Third and Fourth Scout sections may participate together in a multi-day hike. Similarly, a Project Patrol may invite members from the Second Scout section to join them.



ROLE OF ADULTS

The Third Scout section is the tipping point from adult to youth leadership. Adults act as mentors and advisers, and hold the responsibility to provide a safe environment. They work to assist, support, motivate, inspire and facilitate, rather than running or making decisions themselves.

The role of Scouters is to:

- Assist the Scouts to develop the skills to run their own program
- Participate in the program as requested by the Scouts
- Act as subject matter experts where required
- Support a successful Unit Council
- Advise youth on making informed and sensible decisions
- Support the personal progression of each member of the Unit
- Ensure youth members are having fun
- Ensure the safety of Scouts and the compliance of activities and undertakings with Scouting policies and procedures

The Third Scout section is a time where youth should be allowed to run activities and camps with the minimum of direct adult supervision, necessary only to support less-experienced Scouts and ensure a safe environment. Scouters should advise youth, but not make decisions for them (except to prevent dangerous situations). Part of the experience of the section is making mistakes and learning from them, or learning-by-doing.

Example:

The Sturt Patrol takes a wrong turn during a day walk. They do not notice at first but their Scouter does. Rather than immediately point out this mistake, the Scouter supports the learning-by-doing element of the Method and thus gently encourages the Patrol to identify the mistake themselves by pointing out landmarks that the Patrol should reach if they are on the correct path. Mindful of the need to ensure safety, the Scouter resolves to correct the group if they do not identify the mistake soon, but gives them the opportunity to correct and learn from the mistake themselves.

SYMBOLIC FRAMEWORK

Scouts want adventure and challenge! Progressing from the previous sections and their focus on imagination and the use of characters, the symbolic framework of the Third Scout section shifts its focus to concrete concepts and real-world application. The symbolic framework of exploration targets the inherent curiosity of early adolescence, and encourages youth members to explore not just their physical surroundings, but their interests, values, beliefs and fears.

The Third Scout section is about:

- Exploring new territory with a team of friends
- Pushing boundaries
- Exploring the unknown and supporting one another
- Exploring the diversity of our community and the world around us
- Developing a personal identity

Scouts are encouraged to explore their own values and have adventures that define them as adolescents and into adulthood. This exploration is individual, but usually occurs with a group of peers.

Exploration goes hand in hand with personal progression. As young people explore their own identity, friendships and world, they will develop and reflect on their progress. The program is designed so that the young person can explore areas of their choosing, and develop at their own pace, even when they are exploring with a team of friends. The Plan ▶ Do ▶ Review ▶ process will assist youth members in determining what stage they are at and how they are progressing through the SPICES.

PROGRAMMING

Third Section Scouts are ready for the challenge of determining the activities, projects, expeditions and events that make up their program. They are able to engage with the SPICES and Challenge Areas concepts without the assistance of characters or imagination prompts, and to understand the personal development that will stem from the activities they select. By using Plan ▶ Do ▶ Review ▶ in formal and informal ways, Scouts continue to build and improve their programs and to challenge themselves.

The Unit Council *plan* future activities in the program, but also *review* activities already run in order to ensure that the program is always fun, challenging, adventurous and inclusive. The Unit Council is also a good opportunity to train and review the Patrol Leaders' and Assistant Patrol Leaders' facilitation of Plan ▶ Do ▶ Review ▶ in their own Patrols. The Unit Council facilitates the Plan ▶ Do ▶ Review ▶ process in the Unit, using it to ensure a great program. Particular emphasis is placed on Plan ▶ Do ▶ Review ▶ of the program cycle.

Patrols may undertake their own activities and projects without the rest of the Unit, and Scouts may volunteer to join Project Patrols to further their own interests. The Challenge Areas help Patrols and the Unit to shape their program, covering new experiences and areas of interest to all Scouts whilst also providing the opportunities for skill development and learning. The Unit Council uses the four Challenge Areas as a guide for developing a balanced and exciting program cycle based on ideas from all Unit members.

Socialising and celebrating successes are important components of the Scout program, and opportunities for both of these are provided in the Patrol and Unit activities. By *reviewing* regularly, Scouts learn from their mistakes and identify skills they wish to further develop. Through their shared adventures in Patrols, Scouts learn important teamwork, leadership and interpersonal skills that will help them navigate their changing worldview.

Through active participation in the balanced program of the Scout Unit, all Third Section Scouts develop in the six SPICES throughout their time in the section.

FOURTH SCOUT SECTION

Scouts in the Fourth Section look wide in their adventures, projects and challenges. They are increasingly aware of their own interests and improving their skills, whilst maintaining a curiosity for new experiences – all of which is nurtured and developed through the Scout program. As the circle of friends expands and evolves, social connections are perhaps more significant than ever as independence emerges as a strong motivating force for these young people. At this stage, Scouting is about preparing young people for adulthood in the community, not just as participants but as leaders and creators of positive change.



Creativity is explored through a variety of experiences and mediums: making, doing, watching and participating. At this age, Scouts' engagement with creative expression may represent an important medium for self-exploration. This may be through undertaking unusual activities, taking novel and innovative approaches with problem solving, or with art forms such as music and theatre. Community events or active participation with arts groups inside and outside of Scouting may help facilitate this.

Fourth Section Scouts undertake a range of outdoor challenges: anything determined through the goals and drive of the Scouts. These expeditions are the highlight of this section of the program. The Scouts identify what skills they need, undertake practice expeditions and training, and take on responsibility in order to achieve their goals safely and successfully.

Personal challenges and goal setting are important elements of the Scout program. As adolescents, Fourth Section Scouts are masters of their own journeys through the section and are able to monitor theirs and others' achievement of the SPICES and personal development goals. They dictate their own programs, choosing new activities to try, and challenge themselves to go further next time. Scouts *review* their progress and take up leadership opportunities to further their own personal development.

Scouts in the Fourth Section have expanded horizons and impressions of what their community is – from local to global. They play an active role in identifying and leading projects to achieve social change, tackle environmental challenges and improve their communities in a multitude of ways. Through the opportunities available to this age group, Scouts develop their identity as responsible citizens in their local, national and international communities.

SMALL TEAMS

For Fourth Section Scouts, the small-team system enables youth members to pursue a variety of projects, activities and individual goals. Project Patrols form organically within the Unit as Scouts band together with others interested in pursuing the same challenge, or in running an activity for the whole Unit or others. Project Patrols may organise a multi-day canoe expedition, a survey of local wildlife, a visit to different religious services in the community, a trip interstate or whatever its members are interested in. Project Patrols may also organise activities for the Unit as a whole. Scouts may be a member of multiple Project Patrols, perhaps fulfilling different roles within them, and should be a member of at least one Project Patrol at all times. The day-to-day administration is also undertaken by a standing Project Patrol known as the Unit Council.

Project Patrols are expected to exist solely for the duration of the Plan ▶ Do ▶ Review ▶ cycle for each activity. After *review*, the Project Patrol may continue with a new, advanced plan of action, on to higher goals, or its members may start or join a different Project Patrol.

Project Patrols:

- Are made up of active participants, who are involved in all stages of organisation and implementation of a project;
- Define the project and deliverables, and source required resources;
- Operate under the Plan ▶ Do ▶ Review ▶ methodology
- May have a designated Project Patrol Leader; a Scout who is primarily responsible for the project. They co-ordinate the delegation of tasks and oversee the completion of the project;
- May have a designated Project Mentor; a person with a particular skillset that assists a Project Patrol or individual with their task. It is possible this person may not be a member of the Unit or the Scout Movement and thus acts as an adviser only; and
- Can be made up of Scouts from one Unit, as well as Scouts from other Units, Third Section Scouts, Fourth Section Scouts and possibly other community members, such as a youth group of similar age.

Scouts who are unable to join a Fourth Scout Section Unit, for example those in rural areas with no operating Unit nearby, can still participate in the program through engaging with Project Patrols.

Ideally, all Scouts in the Fourth Section should be actively involved in a Project Patrol addressing each Challenge Area at least once during their time in the section.

YOUTH LEADERSHIP

The program in the Fourth Scout section delivers many opportunities for the development of leadership skills and for the Unit to be almost fully youth-led. Adults, including Fifth Section Scouts, are available to provide support, assistance and mentoring of Fourth Section Scouts at the request of and relating to the needs of the individual.

There are many leadership opportunities available to Scouts through the Unit and Project Patrol structure, and throughout the broader Scouting movement. Additionally, Scouts have the opportunity to develop mentoring skills through assisting other Scouts in their Unit and in other sections.

PROJECT PATROL LEADER

At the discretion of the Project Patrol, a Project Patrol Leader can be chosen to coordinate the project, assign tasks to Patrol members, and oversee the Patrol's work. This position may be filled by any member of the Project Patrol, including Fifth or Third Section Scouts, but should not be filled by Scouters or other adult supporters. Project Patrol Leaders may be already experienced in the area that the project is being undertaken or in leading projects, but may also be filled by those wishing to learn these new skills. The provision of suitable Project Mentors to assist the Patrol and the Project Patrol Leader should be considered once the Project Patrol Leader has been chosen, but it should be recognised that some Project Patrol Leaders will not need a mentor.

PROJECT MENTORS

At the discretion of a Project Patrol, a Project Mentor (or multiple) can be invited to assist the Patrol to achieve its goals. The Project Mentor may be another Fourth Section Scout, a Third Section Scout, a Fifth Section Scout, a Scouter or even someone external to the Movement who has the relevant skills required. The Project Mentor is usually someone who has experience in the area in which the project is being undertaken, or in the specific tasks they've been asked to assist with (for instance administration or technical skills). They should be willing to help assist, support, teach and guide the Patrol or specific

members with their tasks as required. Project Mentors may be invited for the duration of the project, or may come in and out of the team as their skills are needed.

UNIT COUNCIL

A standing Project Patrol called the Unit Council is responsible for the day-to-day administration of the unit and the support of Project Patrols, which deliver the program. The Unit Council is comprised of (at least) three elected Fourth Section Scouts and the Scouter(s). Being a member of the Unit Council does not preclude a Scout from joining other Project Patrols and taking on leadership roles. Joining the Unit Council is a good opportunity for Scouts to develop administrative and management skills. If desired, the members of the Unit Council can take on designated areas of responsibility related to their interests and skills, however the team can also decide to work collaboratively on all required tasks.

The Unit Council:

- Steers the Unit so that it delivers a program, including through Project Patrols, in all of the Challenge Areas.
- Endorses the formation of Project Patrols
- Supports and mentors Project Patrols
- Represents the Unit externally
- Develops policies and procedures, and ensures they are put into place
- Manages the finances of the Unit
- Deals with issues that arise within and external to the Unit that affect it or its members, including conflict management

ROLE OF ADULTS

The role of the Scouter(s) is to:

- Provide a supportive and safe environment.
- Serve as or help seek out subject matter experts or mentors as required.
- Act as an additional skill or resource as needed to complete a project or initiative.
- Support the Unit Council in all of its functions.
- Help monitor individual SPICES, personal development, and participation in Challenge Areas, and provide feedback to the Unit Council and individuals on balance in these areas when needed.
- Provide support and advice to all members of the Unit and, as required, Project Patrols.
- Assist Fourth Section Scouts who are going through personal difficulties, if requested to do so and as required.

Scouters may also be invited to fulfil the role of a Project Mentor for individual Project Patrols.

PROJECT MENTOR

At the discretion of a Project Patrol, a Project Mentor (or multiple) can be invited to assist the Patrol to achieve its goals. The Project Mentor may be a Rover Scout, a Venturer Scout, an Explorer Scout, a Scouter or even someone external to the Movement who has the relevant skills required. The Project Mentor is usually someone who has experience in the area in which the project is being undertaken, or in the specific tasks they've been asked to assist with (for instance administration or technical skills). They should be willing to help assist, support, teach and guide the Patrol or specific members with their tasks as required. Project Mentors may be invited for the duration of the project, or may come in and out of the team as their skills are needed.

... WE SHOULD LOOK FORWARD, WELL FORWARD, WITH HIGH AIMS AND HOPE; LOOK AROUND WITH JOY AND GOODWILL; LOOK BACK WITH THANKFULNESS AT WHAT HAS BEEN ACCOMPLISHED AND THEN PRESS ON WITH RENEWED VIGOUR, WITH HELPFUL INITIATIVE, AND WITH BROADENED OUTLOOK, TOWARDS THE HIGHEST GOAL, NOT FORGETTING TO GIVE A HELPING HAND TO OTHERS AS WE GO. BUT WHEN YOU LOOK – LOOK WIDE;

AND EVEN WHEN YOU THINK YOU ARE LOOKING WIDE
– LOOK WIDER STILL.

– LORD BADEN-POWELL

'Look wide' summarises the symbolic framework of the Fourth Scout section. It entails:

- Embracing new challenges
- More individual exploration
- Journey into the wider world
- Seeking independence
- Building an expanding network to support team adventures

"Look wide" opens the eyes and experiences of an adolescent finding themselves and their position in the world, providing an open and enticing framework for members to pursue new adventures, without dictating how they do so or what the specific results should be.

The symbolic framework builds upon the 'journey' theme from the previous sections, encouraging continued exploration in a variety of newer, wider locations and environments. Fourth Section Scouts are inspired to continue trying new things, developing new skills, challenging themselves, and being the active drivers of their own journey and development.

PROGRAMMING

The program is centred around the activities, expeditions and projects Scouts undertake. Activities and projects are developed around the four Challenge Areas that shape all programming within the Fourth Scout section – outdoor challenges, personal challenges, creative challenges and community challenges. Formal and informal meetings occur to *plan* and *review* activities, as well as the all-important *do* stage! *Planning* includes identifying and undertaking training in skills needed to prepare for the intended activity.

The social life of the Unit occurs through the activities of Project Patrols and whole Unit gatherings. These social gatherings occur regularly to ensure cohesion between the Unit's Project Patrols, to provide a space for Scouts to celebrate and reflect on their achievements, and simply relax after all the hard work put in by Project Patrols.

Through active participation in the balanced program of the Fourth Scout Section Unit, all Venturer Scouts develop in the six SPICES throughout their time in the section.

FIFTH SCOUT SECTION

The Fifth Scout section is about choosing your own adventure; determining your own way to develop yourself with support and encouragement from others. Fifth Section Scouts adventure beyond their horizons, by taking on the challenge and uncertainty of a young adult entering the world and embracing the multitude of opportunities available to them.

Scouts in the Fifth Section undertake outdoor challenges that push their boundaries and enable them to build upon their existing skills. They lead their adventures and work with teams to develop all members' confidence and capability. Scouts take on greater challenges, trying new things and going further than before. If they want to, they can go interstate and overseas, working in mixed Project Patrols to achieve their goals.

In pursuing adventure beyond their horizons, Fifth Section Scouts embrace their local, national and global communities and the challenges facing them. They understand the work of community organisations from an adult perspective, and take time to drive positive change in their communities. They appreciate the diversity of their communities and undertake projects that tackle the social justice, environmental and developmental challenges they identify.

The individual and group pursuit of personal challenges is inherent in the Fifth Scout section. Through Project Patrols and the Unit program, Scouts are encouraged to identify their own areas of interest or things they would like to try, and to work with others to achieve their goals. They have mentors available to assist, support and advise them throughout their time in the section and their ongoing development, and are also given the opportunity to mentor others.

Creativity is an important element of the Fifth Scout section, shown in many facets of the program. Scouts are encouraged to think creatively to solve problems. They identify their own challenges, try new things and explore new ideas. Their creative adventures can take many forms from activities they enjoyed as children to activities that are newly opened up to them as responsible adults.



SMALL TEAMS

Within the Fifth Scout section, Patrols take many different forms. Some may be formed at a local Unit level, others at a Region or Branch level and even a national or international level. These teams may also include Scouts from the other sections. The small-team system within the Fifth Scout section is very similar to, and builds on, the Fourth Scout section.

PROJECT PATROLS

Project Patrols are groups of Scouts who come together for a specific purpose, such as an event, activity or interest. Any Scout may be involved in multiple project teams at any given point in time and should be a member of at least one at all times. These project teams may also include members of other sections.

Project Patrols can be based upon events to be run, activities to *plan*, projects to be developed or other special interest projects. Patrols may be organising experiences just for themselves or for the whole Unit or others, and they may be one-off or recurring events. Scouts from multiple Units and sections may take part in the same Patrol. The structure and roles within Patrols may vary depending on the wishes, needs and skills of the Scouts involved.

Project Patrols are expected to exist solely for the duration of the Plan ▶ Do ▶ Review ▶ cycle for each activity. After *review*, the Project Patrol may continue with a new, advanced plan of action, on to higher goals, or its members may start or join a different Project Patrol instead.

Project Patrols:

- Are made up of active participants, who are involved in all stages of organisation and implementation of a project;
- Define the project and deliverables, and source required resources;
- Operate under the Plan ▶ Do ▶ Review ▶ methodology;
- May have a designated Project Patrol Leader; a Scout who is primarily responsible for the project. They co-ordinate the delegation of tasks and oversee the completion of the project;
- May have a designated Project Mentor; a person with a particular skillset that assists a Project Patrol or individual with their task. It is possible this person may not be a member of the Fifth Scout Section Unit or the Scout Movement and thus acts as an adviser only; and
- Can be made up of Fifth Section Scouts from one Unit, as well as Scouts from other Units, Fourth Section Scouts and possibly other community members, such as a youth group of similar age.

Scouts who are unable to join a Fifth Section Scout Unit, for example those in rural areas with no operating Unit nearby, can still participate in the program through engaging with Project Patrols.

Ideally, all Scouts should be actively involved in a Project Patrol addressing each Challenge Area at least once during their time in the section.

YOUTH LEADERSHIP

The Fifth Scout Section Unit serves to prepare a young adult with the tools, techniques and skills to embark on their chosen pathways through life. Scout leadership will facilitate and underpin this objective by providing access to mentoring, guidance and networking in the chosen areas.

The Fifth Scout section should be entirely youth-led with the support of Scouters where requested.

Leadership opportunities exist through the Unit and Project Patrol structure, and throughout the broader Scouting Movement. Additionally, Fifth Section Scouts have the opportunity to mentor other Scouts and have access to training to help them develop their skills in this and other areas.

PERSONAL MENTORS

The primary purpose of a Personal Mentor is to assist with the *planning* and *reviewing* of the personal development of Fifth Section Scouts. They may be appointed or chosen at any time and may change as the needs of the individual develop. Mentors support, assist, guide and facilitate the personal Plan ▶ Do ▶ Review ▶ process for an individual, and are responsive to the wishes, needs and continuing development of the Scout.

For new members and linking Fourth Section Scouts, an initial Personal Mentor should be appointed by the Unit (for a duration of approximately 6 months) to help the new member find acceptance and a sense of belonging within the Fifth Scout section. They should ensure the newcomer understands the nature of the section and the expectations of members within it, and make them aware of all of the opportunities available to them in the Fifth Scout Section.

As a guideline, suitable Personal Mentors are Fifth Section Scouts who:

- Have ideally been in the section for at least 6 months

- Are willing and enthusiastic about assisting other Fifth Section Scouts
- Are able to communicate with and relate to the Fifth Section Scout they will be mentoring

PROJECT PATROL LEADER

At the discretion of the Project Patrol, a Project Patrol Leader can be chosen to coordinate the project, assign tasks to Patrol members, and oversee the Patrol's work. This position may be filled by any member of the Project Patrol, including Fourth Section Scouts, but should not be filled by Scouters or other adult supporters. Project Patrol Leaders may be already experienced in the area that the project is being undertaken or in leading projects, but may also be filled by those wishing to learn these new skills. The provision of suitable Project Mentors to assist the Patrol and the Project Patrol Leader should be considered once the Project Patrol Leader has been chosen, but it should be recognised that some Project Patrol Leaders will not need a mentor.

PROJECT MENTORS

At the discretion of a Project Patrol, a Project Mentor (or multiple) can be invited to assist the Patrol to achieve its goals. The Project Mentor may be another Fifth Section Scout, a Fourth Section Scout, a Scouter or even someone external to the Movement who has the relevant skills required. The Project Mentor is usually someone who has experience in the area in which the project is being undertaken, or in the specific task they've been asked to assist with (for instance administration or technical skills). They should be willing to help assist, support, teach and guide the Patrol or specific members with their tasks as required. Project Mentors may be invited for the duration of the project, or may come in and out of the team as their skills are needed.

UNIT COUNCIL

A well-functioning Unit should have a Unit Council which takes care of the day to day running of the Fifth Scout Section Unit, including its finances, administration and issues management. Those on this team are often more experienced members of the Unit, or those who have identified that they wish to learn the skills this opportunity can offer. The election, term and make-up of this team will be determined by the Unit based on its size, experience and needs at the time. As with all Project Patrols, the provision of appropriate mentors (including Personal Mentors and Unit Mentors) and support for the team is a good way to ensure the smooth-running and learning opportunities for the Unit Council.

The Unit Council:

- Steers the Unit so that it delivers a program, including through Project Patrols, in all of the Challenge Areas
- Endorses the formation of Project Patrols
- Supports and mentors Project Patrols
- Represents the Unit externally
- Develops policies and procedures, and ensures they are put into place
- Manages the finances of the Unit
- Deals with issues that arise within and external to the Unit that affect it or its members, including conflict management

ROLE OF ADULTS

As the final stage of an increasingly youth-led and independent youth movement, the role of adults in the Fifth Scout section becomes more about supporting, mentoring and advising rather than having their own responsibilities. Scouts are empowered to do the majority of the organisation, hold positions of responsibility and ensure the smooth-running of their program, with support from adults as they need it. Achieving challenges at the limits of ones' imagination must be facilitated and enhanced by the involvement of adults, not restricted.

There are two main types of non-section Scout adults who support the Fifth Scout section – Unit Mentors and Project Mentors.

UNIT MENTORS

Unit Mentors are uniformed Scouters who are chosen by a Fifth Scout Section Unit to provide ongoing support to them. This is a formal appointment and must be made following the Adults in Scouting policies of the Branch. The role of the Unit Mentor is to provide support and advice to all members of the Section Unit and, as required, Project Patrols. If required, Unit Mentors may be called upon to assist Scouts who are going through personal difficulties. They may also assist with each Scouts' personal progression through the section, however wherever possible these functions should be being performed by the Scouts' peers. Mentors should be approachable and available to assist, support and advise as necessary, and should pay close attention to the needs and development of the Scouts they are mentoring.

The Unit Council has ultimate responsibility for the Unit, not the Unit Mentor. Units may choose not to have a Unit Mentor or to have multiple, and may choose to change Unit Mentors when they feel the circumstances are right. Units are particularly recommended to appoint a Unit Mentor when they are newly established, particularly inexperienced, or have identified that they are not managing their Unit, program and/or Fifth Section Scouts well and require assistance.

PROJECT MENTORS

At the discretion of a Project Patrol, a Project Mentor (or multiple) can be invited to assist the Patrol to achieve its goals. The Project Mentor may be another Fifth Section Scout, a Fourth Section Scout, a Scouter or even someone external to the Movement who has the relevant skills required. The Project Mentor is usually someone who has experience in the area in which the project is being undertaken, or in the specific task they've been asked to assist with (for instance administration or technical skills). They should be willing to help assist, support, teach and guide the Patrol or specific members with their tasks as required. Project Mentors may be invited for the duration of the project, or may come in and out of the team as their skills are needed.

SYMBOLIC FRAMEWORK

"Adventures beyond your horizons" summarises the symbolic framework for the Fifth Scout section, it encompasses:

- Choosing your own adventure
- Anything is a possibility
- Discovering the world
- Finding global citizenship

“Adventures beyond your horizons” embraces the challenge and uncertainty of a young adult entering the world, providing a strong and uplifting framework for members to challenge themselves, without dictating how they do so or what the specific results should be.

The Symbolic Framework builds on the ‘journey’ theme from previous sections. Moreover, it expands on the principles of exploring new experiences, developing new skills and challenging oneself, exciting and inspiring active and prospective Fifth Section Scouts.

PROGRAMMING

Fifth Scout section programs can be as varied and diverse as the Scouts themselves want. Project Patrols organize events, activities, expeditions and projects that some or all of the Unit attend and are engaged with. Adventures are held in each of the four Challenge Areas, some as projects managed by a Patrol and some as the regular program. Activities are *planned* and *reviewed* in informal and formal ways, including identifying and undertaking training in skills needed. Mentors are sought as needed from within the Scout section and external to it to assist individuals and teams with their chosen goals. Formal training is also available to further the personal progression of individuals.

Personal development through the Fifth Scout section program also occurs through the many leadership opportunities that are available to young adults. Units are fully youth-led and offer many different skill-development occasions and roles. Beyond the Unit, Scouts are often involved in the management of their section and the broader Scouting Movement at local, national and even international scales.

Through active participation in the balanced program of the Scout Unit, all Fifth Section Scouts develop in the six SPICES throughout their time in the section.

SCOUTS, THE NEXT ADVENTURE.



ONE ADVENTUROUS PROGRAM
FROM 6-25